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ABSTRACT

The specific concern of this bulletin is with: (1) an examination of procedures and personnel involvement in policy development in the area of academic affairs, and (2) an examination of the actual implementation of academic policy within 9 private or church-related liberal arts colleges. An analysis of academic administration with regard to faculty, personnel, curriculum, instruction, student services, budget, and the dean's office is contained in the bulletin as well as a summary of academic administration that includes the role and key problems of the administration and faculty, and general conclusions. The remainder of the bulletin comprises essays by the academic deans of the 9 colleges studied. (HS)

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Case Studies in the Liberal Arts College

Academic Administration

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and
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U.S. DEPARTMENT OF HEALTH,
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Foreword

THE academic program represents the major thrust of an institution of higher education toward the achievement of its objectives. Thus, an effective structure for academic organization is essential. Within such a structure, clarity of procedure is needed in both the development of academic policies and in the implementation of these policies.

The Office of Education, in cooperation with nine privately controlled or church-related liberal arts colleges, has undertaken this study in order to provide suggestions and guidelines for institutional self-study and evaluation in the area of academic administration. The emphasis throughout has not been on content but rather on procedures relating to policy development and implementation in the academic area. While broad generalizations cannot be directly derived from these case studies, the actual procedures reported by the nine colleges can suggest thoughtful approaches which have proved feasible within the context of each college.

The analysis and conclusions are the responsibility of the Office of Education. Each of the case studies authored by the respective academic dean stands on its own merits. A special note of appreciation is due the individual academic deans in these nine participating liberal arts colleges for their share in the conduct of this study.

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Part I

CHAPTER I

An Overview and Selection of Cases

THE VERY HEART of any college is its academic program, its program of instruction and research. In a broad sense, the "academic program" includes faculties, students, libraries, curriculums, facilities, and financing. However, in this report, the term will be limited to the faculty, curriculum instruction, students, and budget.

It is obvious, and scarcely conceivable otherwise, that an academic program must be administered. Administration in one form or another, based on one philosophy or another, is unavoidable. That it is "good" or "bad," "much" or "little," democratic or authoritarian does not alter the fact that the notion of administration must be recognized.

Administration includes (1) the development of policy, and (2) the ways and devices by which policies are moved to a point of realization. Individuals and groups of individuals must act in these two large areas. Even where there is *no* action, the very lack of it constitutes a form of administration.

Academic administration has grown out of a tradition nurtured in the English college and stimulated by the practices of the German concept of graduate and professional training. Tradition has been the source of policies, many of which are unwritten and to some degree unclear. However, tradition, traced from its English and German sources, has had to make adjustments and realignments within the American college corporate structure. Such a structure establishes a nonprofessional control over the American college and university and thus a lay control over academic administration itself. However, internal academic administration is left largely in the hands of the "community of scholars."

Purpose of the Report

The specific concern of this bulletin is with (1) an examination of procedures and personnel involment in policy development in the area of academic affairs, and (2) an examination of the actual implementation of academic policy. That such a dichotomous approach is open to question becomes apparent all too soon. It is a type of paradox that policy development and policy implementation can be separate, but not necessarily so, for on many occasions policy is actually created or adjusted as an actual part of the administrative process. Moreover, in times of crisis many administrative decisions have to be made promptly even though policy and precedents are lacking.

Academic administration in the church-related and privately controlled liberal arts college is the concern of this bulletin. Subsequent bulletins are tentatively designed to examine the academic administration in higher institutions representing other types of control and other levels of offering. Despite the mingling of policy development and policy implementation, some effort will be made to separate them. The phases of academic administration are given individualized treatment. While the actual content of various policies is of natural interest, the central purpose of this bulletin is an examination of how policies are developed and how they are administered. Insofar as possible, the extent and level of involvement of individual persons and groups of persons will be identified in relation to each of the selected phases of academic administration. In every instance, the role of the academic dean has been highlighted.

Selection of Institutions

Nine liberal arts colleges, all church-related or privately controlled, and all regionally accredited, were invited to participate in the development of this bulletin. Four hundred twenty-eight colleges offering the bachelor's degree as their highest degree and all apparently single-unit institutions—that is, having no separately organized professional school—were identified (*Part 3*, *Higher Education Directory*, *1960–61*). The middle range of the 1960 opening fall enrollment of these 428 colleges extended from 456 to 1,024. The range in enrollment of the nine colleges selected was from 688 to 1,021.

The list of the 214 colleges falling within the mid-range of enrollment was submitted to the secretaries of the six regional accrediting associations, to the executive officers of several national professional organizations located in Washington, D.C., and to selected specialists within the Division of Higher Education, for the identification of those institutions considered to be "strong" colleges. This identification was treated as advisory. In the final selection of the nine colleges, attention was given to such factors as accreditation, location, control, size, and type of student body. These factors are shown for each college in table 1.

In each instance the academic dean, often in close collaboration with the president, has developed an essay on academic administration following a mutually acceptable outline. The essays quite naturally reflect differences among writers and among institutions, and some essays show more sharply than others a differentiation between policy development and policy implementation.

Part I represents a synthesis of administrative practices. Part II, containing chapters authored by the academic deans themselves, reports the policies and procedures of each of the nine participating liberal arts colleges.

Table 1.—Participating colleges and universities by location, type of control, accrediting association, size, and type of student body

Institution	Location	Control	Accrediting Association	Student body	
				Size [1]	Type
College of New Rochelle	New Rochelle, N.Y.	Roman Catholic	Middle States	964	Women
Dillard University	New Orleans, La.	Private	Southern	904	Coeducational
Juniata College	Huntingdon, Pa.	Church of Brethren	Middle States	800	Do.
Knox College	Galesburg, Ill.	Private	North Central	961	Do.
Randolph-Macon Woman's College	Lynchburg, Va.	Methodist	Southern	688	Women
Regis College	Denver, Colo.	Roman Catholic	North Central	1, 021	Men
Southwestern at Memphis	Memphis, Tenn.	Presbyterian, U.S.	Southern	734	Coeducational
Whitman College	Walla Walla, Wash.	Private	Northwestern	880	Do.
William Jewell College	Liberty, Mo.	American Baptist and Southern Baptist	North Central	937	Do.

[1] Opening fall enrollment 1960.

CHAPTER II

Analysis of Academic Administration

TO DEVELOP a synthesis of thought and practice in the several areas of academic administration considered in this bulletin, it is necessary to look at each section as a separate entity as well as a part of a whole. Faculty personnel, curriculum, instruction, student services, budget—all are discussed as units. First, the two-sided coin of policy and policy implementation has been considered, and then the differing approaches of the nine colleges to the several units have been compared. Finally, an overview of the whole field of academic administration in the nine colleges has been synthesized from the comments of the contributing deans and a consideration of current trends in the field today.

Faculty Personnel

A major phase of faculty personnel administration is the area of recruitment, selection, and appointment of new faculty members. Superior policies and procedures at this introductory level mean a promise of quality to the intellectual climate which can be assured in no other way. No matter how valuable the practices concerning such items as faculty tenure, promotion, and salary increases, poor selection can lead only to a needless repetition of the appointment process or to difficult adjustments with and for the less-than-satisfactory appointee. The introductory personnel items have not only an obvious first place in a time sequence but also a first priority in the whole field of academic administration. Beyond the initial phases of faculty personnel administration, however, are such items as decisions relative to tenure appointments, promotions in rank, increases in salaries, selection of department or division chairmen, funds for faculty research, and funds for faculty travel. As conditions relating to faculty service, all have an apparent impact on effective teaching and, doubtless, an ultimate impact on the actual quality of an institution.

Faculty tenure, formally supported or informally endorsed, provides an obvious continuity of staff and a guarantee that the longer, richer experience of the "older" faculty members can be applied toward an effective orientation of the new teachers. Tenure, properly conceived and employed, provides security for the faculty and protection against unwarranted external influences. In addition, security is provided against any capricious action unjustifiably fostered by colleagues, department chairmen, deans, presidents, or boards of trustees. Academic freedom, properly defined and fully nurtured and a major part of the program of tenure, is an inevitable part of instruction and learning in higher education. Without it, faculty members are essentially employees; with it, they can function with dignity as members of the teaching profession. Higher education means new ideas and new ferment as well as a conservation and transmission of that which is good and valued. Freedom to explore the new as well as to conserve the old is every teacher's duty and responsibility.

Promotion in rank is, of course, geared to the all-too-safe assumption that faculty rank exists in almost all colleges and universities offering the bachelor's and higher degrees. It is true that today there are a few exceptions; if any trend is apparent, however, the practice may soon have a universal application, except in the 2-year colleges.

The actual academic titles employed have long lost a direct and positive meaning. Four major titles are used; tenure is possible in all four ranks in some colleges and universities, and limited to the top two or three ranks in others. It should be noted here, however, that one college included in this study has no formal tenure program at all. Increasingly, criteria for rank are set in terms of experience and training plus performance in research. Training and research—the latter if reports are published or printed privately—are measurable in a fairly objective fashion. Experience in relation to time also lends itself to objective measurement. However, to measure the quality of experience is something else again. Here the sources of data become confused and the provisions for a precise administration are cloudy. Yet criteria stressing excellence in teaching tend to appear in all definitions of rank and with increasing stress and emphasis as one moves from the lower to the higher ranks. In fact, criteria for each of the four ranks appear to gain weight in terms of both quality and quantity as one moves progressively from the instructor to the professor levels.

Salary increases are related to procedures for decisions on tenure and to decisions on promotion in rank. Criteria, written or unwritten and stressing both quantitative and qualitative items, become the basis for salary decisions in the same way that they are used in determining tenure and rank. Except for those colleges and universities using only the contributed services of religious personnel, every institution is in need of policies and procedures for determining the amount of salary increases. In some institutions, procedures are highly formalized; in others they lack all appearance of a prescribed routine. Funds for salary increases are limited in all types of colleges and universities; how funds will be used and the ends to be achieved are major policy decisions. Any departure from an across-the-board approach to salary increment places a heavy burden on all who are responsible for developing acceptable and equitable procedures in this area.

Academic tradition in the American college calls for a departmental or divisional organization, or both, of the faculty and curriculum. These academic segments centered on one of the disciplines or professional areas have multiplied through the years; and, as faculties have grown in number, the segments have played an increasingly significant role in the total academic administrative structure. Three patterns of faculty organization are usually found within a college: (1) separate departments, each with a chairman who reports directly to a major administrative officer; (2) separate divisions which include related disciplines but without any departmental organization, each with a chairman who reports to a major administrator; or (3) separate divisions which include related departments, each division with a chairman who reports to a major administrator, and each department with a chairman who reports to the appropriate division chairman. The role of the department or division chairman is significant and his selection, along with the terms of that selection, represents a step of major importance in the development of policies and procedures in academic administration. The chairman as *primus inter pares* within a department or division must, Janus-like, observe a kind of duality in the discharge of his responsibilities toward the members of a department, on the one hand, and toward the major administrative officer to whom he reports, on the other.

A special item which relates directly to the area of faculty administration is the administration of funds, budgeted or not budgeted, for faculty research and professional travel. Research and travel funds bear directly on personnel policy and procedures and both can have an intimate relationship to the teaching-learning process. Criteria and procedures for decision-making become, of necessity, an integral part of academic administration.

How do policies and administrative procedures in faculty personnel administration come into being and move forward in the nine liberal arts colleges participating in this study? What kind of priority does this area of academic affairs have in the thinking of administrative and faculty personnel in these colleges? What involvement does the academic dean have? What is the president's role? The following analysis provides some of the answers to these questions.

Policy Development.—While many of the nine participating colleges report lucidly on the actual faculty personnel policies themselves, there is at best only sketchy information about the procedures for their development. Initiation of policy creation seems to lie with the president or academic dean in many of the colleges with final determination, at least in instances involving financial commitments, at the level of the board of trustees. Knox College reports, in addition, the involvement of both a faculty personnel committee and an executive committee of the faculty. Whitman indicates the activity of a faculty council at the policy level; Juniata speaks of "advice" from an academic policies committee of the faculty; Randolph-Macon Woman's College, with a faculty personnel committee restricted primarily to policy exploration and development, states that faculty personnel policy is under ultimate faculty control; Regis reports the involvement of an educational policies committee; Dillard infers that the president collaborates with the dean and division chairmen and may, under unspecified circumstances, refer items to the board for final decision. William Jewell, the College of New Rochelle, and Southwestern at Memphis all report that both the president of the college and the academic dean are involved in faculty personnel policy development.

Several of the colleges, notably Juniata and the College of New Rochelle, emphasize the basic relationship which should exist between policies and their development, on the one hand, and institutional philosophy and purpose, on the other. All the participants stress in varying degrees the basic commitment of their institutions to the concept of a liberal arts education. In addition, a few stress the notion of a religious or theological integration of the total liberal arts curriculum which in turn is peculiarly reflected in all policies guiding the various phases of academic administration.

Except for a few colleges where ultimate decisions for faculty personnel policy development appear to be fixed either in faculty committees or in the faculty as a whole, major responsibility rests either with the academic dean or with the president. In addition, there is apparently a procedure for referral to the board of trustees of most policy actions, and, as one college stated, referrals require board action in those instances which involve specific financial commitments.

Implementation of Policy.—While all the academic deans and presidents in the nine participating colleges are involved in these initial procedures of faculty personnel administration, the extent of their involvement varies sharply. In four of the colleges, it seems apparent that the academic dean bears a major responsibility for initiating recruitment and selection procedures of new faculty members. Three colleges indicate an "either-or" or joint approach by the academic dean and the president in initiating recruitment and selection. One institution expects the president to take the first steps in recruitment and selection, and another states that the division chairman gets procedures underway. In these two latter instances, the dean in each college eventually recommends to the president on the actual appointment. Although only one college expects chairmen to initiate recruitment procedures, other reports indicate a cooperative approach on the part of the dean and the division or department chairmen. In all instances, the academic deans are closely involved in recruitment procedures.

The campus interview is apparently an important part of the recruitment, selection, and appointment procedures. Six of the liberal arts colleges report a campus interview as standard procedure. Although they may make an occasional exception, the others apparently hold such interviews but do not set it as a mandatory aspect of the administrative process. The advantage of a campus interview is that it provides a kind of mutual exposure for both the candidate and the group of administrators and faculty members participating in the interview. When the candidate visits the campus, he invariably sees the academic dean and the department or division chairman. In addition, with only rare exception, he sees the president of the college, other members of the particular department concerned, and often other specifically selected members of the faculty.

Some variations also occur in the actual appointment procedure, although the president is always involved and a recommendation for action is always submitted by the dean. Several of the reports suggest that decisions are made by the president and dean jointly, or by the president in close consultation with the dean and occasionally with both the dean and the department or division chairman. Several reports suggest the requirement of concensus on the part of the several individuals and groups identified with the interview procedures. In these instances, it seems clear that the final responsibility for action rests with the president of the college. Apparently, if boards of trustees are involved, their participation is limited to a routine confirmation of what is essentially a *fait accompli.*

Apparently, the faculty rank of the new appointee is determined in the nine colleges *before* the recruitment procedures are set in motion. Vacancies are identified in terms of discipline, level of teaching, educational and experience requirements, rank, and salary. Only one college implies that the question of rank has some element of flexibility during the recruitment, selection, and appointment process. Three of the colleges approach the decision on tenure appointments through special *ad hoc* committees. In two of these colleges, the president organizes the committee and, in the third, the president and dean jointly establish the special group. In all instances, the committee consists of the president, dean, and department chairman, and, in one case, a member of the instruction committee of the board of trustees is also included. Apparently when consensus is reached, the president is then in a position to make his recommendation to the board of trustees.

Two colleges have standing committees which make recommendations directly to the president, independent of the dean's recommendation. One committee consists of elected members of the faculty; the other is composed entirely of division chairmen. In both instances, the deans may initiate action, and in both they are consulted by the president of the college. In one instance, the dean acts at one additional point in the process, since the recommendations of the president go to a board of trustees of which the dean is a member; the recommendations on tenure in this college, however, pertain only to the lay members of the faculty. In both colleges, the recommendations of the committees are advisory.

Two colleges indicate a channeling of tenure recommendations from division or department chairmen to the dean and thence to the president. Consensus is expected and the procedures here differ little if any from those using the *ad hoc* committee approach. One college reports that tenure appointments are treated as part of a normal reappointment procedure. Furthermore, the dean indicates that appointment to a second year carries the hope that such an appointment will be permanent. Another college indicates that its board of trustees has not yet authorized a policy of formal faculty tenure.

In general, decision procedures for faculty promotion in rank are similar in the nine colleges to those used for appointments to positions of tenure. Four of the colleges, however, do report some differences.

Randolph-Macon Woman's College indicates that a chairman in making a recommendation must consult with the senior faculty members in the department. The dean also indicates that an *ad hoc* committee composed of selected faculty members is named to consider faculty promotions when the president and dean are not in complete agreement with the recommendation from the department chairman. In addition, faculty members have had an opportunity, in a self-evaluation statement submitted to the dean, to indicate when they feel they should be considered for promotion. Apparently promotions are approved only when both the president and the dean are in agreement.

Faculty members at Dillard University may initiate procedures for promotion in rank. In addition, consideration may be initiated by a division chairman, the dean, or the president. At Juniata College, recommendations are first considered in a joint conference of the academic policy committee of which the dean is chairman; recommendations are then forwarded to the president of the college.

William Jewell College reports that the formal determination of faculty promotions in rank rests entirely with the board of trustees. In practice, however, the major responsibility for initiation and decision seems to lie with the president, who usually consults the dean and the department chairman directly concerned with the promotion in question.

In five of the colleges the president and dean in joint conference make decisions on individual salary increases. Department or division chairmen are occasionally consulted. While the reports imply that the president and dean in these colleges try to reach a consensus, it is clear that the final decision is made by the president. These administrators undoubtedly come to decisions within an implicit budget framework; one college explicitly states that salary increases are related to a modal increment.

Salary increases at Knox College are considered by the same faculty committee which makes recommendations concerning tenure appointments and promotions in rank. Regis College reports that salary recommendations are forwarded by the dean through a budget committee to the president. Dillard and the College of New Rochelle make only passing reference to the question of faculty salary increases.

Five of the nine participating colleges organize their faculties and curriculums on a departmental basis; two report the use of both divisions and departments; and two indicate a divisional organization. The five colleges using the departmental approach all report that the chairmen are appointed by the president, either on recommendation of the dean or in consultation with him. Four of these colleges indicate that appointments are for an indefinite period; one college prior to 1954 made indefinite appointments carrying the connotation of a tenure appointment and now names chairmen to 3-year renewable terms. Two colleges use both divisions and departments. The Juniata faculty elects its division chairmen for 3-year terms, once renewable, and the president appoints its department chairmen for indefinite terms, in consultation with the dean. At Regis College, both division and department chairmen are appointed by the president, on recommendation of the dean, for 2-year renewable terms. The two colleges using the divisional structure, Dillard and Whitman, organize their curriculums by departments within the divisional framework. At Dillard, the division chairmen are named by the president, in consultation with the dean, and are subject to annual appointment. There are no chairmen of departments. At Whitman, division chairmen are elected by the division faculty for 3-year terms. In addition, the senior faculty member is reported to serve from time to time as a kind of executive officer of a department.

Some variation exists among the nine colleges in the administration of special faculty research funds. Four of the colleges report that requests are considered by faculty committees, three of which are created for this particular purpose. In one, the committee itself makes the decision; in two, the committees recommend to the dean, who has the final decision. In the fourth college, the committee recommends through the dean to the president, who has the final decision. In the five colleges where committees do not exist, one college reports nothing but contract research, which is apparently decided by the faculty member involved, the business manager, and the president; two colleges report research funds administered by the president alone; one reports funds administered by the dean alone; and one reports funds administered by the president on recommendation of the dean. Most of the colleges advise that the administration of these special research funds, apparently fairly limited in amount, is always within the framework of the college budget. Thus, while the deans in some colleges are omitted from the reported administration of funds, many have a voice in the prior development of the budget which provides for such an allocation.

The administration of travel funds, also within the operational budget, tends to center chiefly in the office of the dean. One college reports that the faculty committee on instruction assigns the allocation of travel funds to a member of that committee. In this college, however, funds in addition to actual travel are administered by the dean. In two colleges, the dean makes his recommendation to the president, who makes the final decision. In the one college where the dean has no reported involvement, the president alone administers the faculty travel funds. Only one college reports that requests for travel funds are channeled through a division chairman to the dean and thence to the president.

Curriculum

Curriculums, by definition, are means of organizing or grouping various courses to contribute to the achievement of the central goals of the institution. Courses themselves are usually defined in terms of credit-hours and, in theory at least, reflect some differentiation in content and expectation based on the level of student usually admitted to them. While admittedly a restricted notion of curriculum, this point of view nevertheless represents the traditional and usually current definition of the formal learning experiences to which a student is subjected. True, a student learns outside the classroom, but only the formal, organized curriculum is considered here.

Curriculums are, by and large, a reflection of long tradition with a growing accretion based on new knowledge and the gradual development of new disciplines. Markedly influenced by the interest and competence of the faculty members themselves and also directed in part by a measure of commonality in major textbooks employed, curriculum and course requirements within and among institutions are characterized by a high degree of similarity. Firmly imprinted on many curriculums is the notion of a core prescription in the liberal arts, of a series of requirements for an area of specialization, and of a minimum level of grade achievement. Differences occur in the degree to which provision is made for the intellectual and motivational differences among students, in the extent of experimentation in new instructional procedures, and in the procedures used in measuring the actual achievement of the students.

College faculties and administrators have long debated the question of who should determine curriculum and course requirements. Even though the corporate structure and institutional charters time and again place this responsibility on a board of trustees, the responsibility has often been delegated to the college faculty and administration. However, the board of trustees usually is informed and generally must approve any changes which involve the development of a new program or curriculum. The actual deletion or addition of new courses which are a part of already approved programs is generally provided for at either the faculty or administrative level, or both. While the responsibility and authority for such action may be clearly designated formally, legally, or by long tradition, actual control may still rest quite firmly with a board of trustees or possibly with the president of the college.

As long as the president of the college and the college board retain a control over appointments and promotion as well as over budget development and approval, any delegation of responsibility and authority in the curriculum area must have inherently obvious limitations. This is not to say that faculty control does not, or should not, prevail. It prevails most effectively, however, within a climate of mutual understanding—an understanding and appreciation by the faculty of the ultimate responsibility of a board of trustees for all aspects of institutional operation, and a recognition and acknowledgment by the board of a faculty's professional competence and direct interest in the curriculum and course area.

Faculty committees, departments, and individuals have a peculiar responsibility to determine the appropriateness and relevance of course proposals to major institutional policy and philosophy. The intrusion of new courses lacking appropriateness and relevance can, if it occurs too frequently, lead to strange curriculum distortions which distract from the orderly and economic achievement of institutional goals. Curriculums, then, should be under constant review; and, when necessary, courses which have ceased to provide a measurable contribution to curriculum and institutional objectives should be modified or be promptly and firmly excised.

Faculty groups, if they assume a certain responsibility for the curriculum, must be willing to accept all aspects of such responsibility. It is easier to accept and recommend the addition of new courses or even new curriculums than it is to recognize and take appropriate action leading to the deletion of courses or programs. It is obviously simpler to accept added requirements for a particular degree program than it is to acknowledge the wisdom of removing particular requirements. The notions of addition, deletion, and modification are so entwined that a faculty would be professionally remiss in its responsibilities if all approaches were not to receive the same degree of disinterested attention and concern.

Since the area of curriculum is so obviously within the competence of a college faculty, a board of trustees would be extremely shortsighted were it to adopt any major policy changes in the curriculum without first securing the advice of the faculty. The exchange of ideas and opinions, formal or informal, can not only strengthen internal morale but also provide a far stronger base for intelligent decisions.

Policy Development.—While major overriding institutional policies are currently being determined or have at some time in the past been determined by the boards of trustees in the nine liberal arts colleges sharing in this study, policy relating directly to curriculum tends to fall within the province of the faculties as a whole or of special curriculum or educational policies committees. The essays, submitted by the nine colleges, time and again emphasize the necessity for the direct relationship of curriculum policy to institutional philosophy. Two of the essays also emphasize the influence of the religious concepts of the supporting church constituency over all matters of curriculum policy.

While initiative for the development of new curriculum policy or for the evaluation of old policy tends to be located in the faculties, in faculty curriculum committees, or in administratively appointed curriculum committees, specific mention is made by a few colleges that, when new policy suggests additional financial commitments, the entire matter then becomes a matter of trustees' concern. In general, however, all new programs, regardless of financial involvement, are reported to the board for its approval. Policy relating solely to course changes, however, is usually treated at the faculty level. In some instances, and specifically in relation to certain particular course areas such as religion, any change in policy requires the approval of the president of the college and an affirmative action by the board of trustees.

Practices concerning the initiation of policy in relation to courses and the initiation of policy in relation to the development of new curriculums differ within and among the nine colleges. While course policy is begun in the department level in many colleges, program policy often finds its genesis at an administrative level as well as within a department or division.

Implementation of Policy.—All the participating colleges have some kind of committee on curriculum. Large or small in membership, appointed or elected, *ex-officio* or specifically designated, all these committees have a degree of direct importance in the curriculum of each college. Most of the colleges report that only the curriculum committee—sometimes called an academic or educational policies committee—is concerned with the area of curriculum. Two colleges, however, while indicating the existence of a curriculum committee, also report the additional involvement of a faculty council or a faculty executive committee. In these two instances, the dean is chairman of the council or executive committee, but not chairman of the curriculum committee. In all but one of the colleges where curriculum matters are considered by a single committee, the dean serves as chairman.

In almost every instance these curriculum committees and the additional committees noted above are appointed in whole or in part by the college president. In consultation with the dean, the presidents of Randolph-Macon Woman's College, Southwestern at Memphis, and William Jewell appoint the members of the curriculum committees; in all three of these colleges, both department chairmen and other faculty members are included. Three institutions, Dillard, Regis, and the College of New Rochelle, have established curriculum committees, which are appointed by the president and comprise department or division chairmen; the three remaining colleges, Juniata, Whitman, and Knox, have committees which include both elected and appointed personnel. At Juniata, the academic policies committee includes three persons elected by the faculty as division chairmen and three appointed by the president. The Whitman faculty council has five elected faculty members and six administrators; its curriculum committee has a membership of five, all appointed by the president. The Knox executive committee comprises four elected faculty members plus two appointed faculty members; its curriculum committee, called an instruction committee, has a membership of six, all named by the executive committee.

Initiating action leading to the addition or deletion of courses lies with the departments in the nine colleges. In some of these colleges, however, suggestions concerning action may originate in the curriculum committee. At Randolph-Macon Woman's College, deletion of a course is automatic for any course listed but not offered in 3 consecutive years. At five of the colleges, action moves from a department or division to a curriculum committee and to the faculty for final action; and, in one of these five, the faculty is only advised of the decision but may veto the committee recommendation. In three colleges, the curriculum committee is authorized to take final action on recommendations relating to course addition or deletion. In one of these, however, final approval of the president and board is required if the proposed changes relate to offerings in philosophy or theology. One college reports that recommendations go directly from the department through the dean to the president and are only referred to the executive committee of the board of trustees when there are financial implications. In the case of referral to the executive committee, the dean may seek the counsel of the curriculum committee.

Action leading to the addition or deletion of programs, while having its initial impetus in a variety of spots, usually must be given final approval by the college board of trustees. In several instances, prior approval of the curriculum committee and the faculty precedes the president's recommendation to the board. When approved, most new programs are fitted into the already existing administrative and faculty organizational structure. Knox College reports some initial variation in this pattern in that faculty *ad hoc* committees are often selected for the administrative direction of newly approved programs.

In all the reports, it is apparent that the academic dean plays a major role in the administration of curriculum. As chairman of the curriculum committee, in most instances, and as the major adviser to the president on all curriculum matters, he is in a position to influence both faculty and administrative decisions. In Whitman College only, a portion of the dean's area of responsibility is shared with a person known as the director of curriculum. The latter's range of responsibilities includes curriculum coordination, scheduling classes, and scheduling examinations. Knox has recently named a faculty committee to be known as the "Faculty Bureau for Exploration and

Inquiry into Higher Education and the State of the College." This "heresy" committee is designed to provide stimulation and institutional introspection, an activity which must be developed by the dean, the president, or specifically designated faculty committees in the other eight colleges.

Instruction

Instruction, inescapably entwined with curriculum, refers to all the variety of organizational and procedural facets developed by an institution to ensure a high level of student learning. The word encompasses such areas as student registration; evaluation and grading procedures; teaching loads; utilization of library and audiovisual resources; textbook selection; scheduling of classes and examinations; scheduling of classrooms, laboratories, faculty office space and hours; academic probation; scholastic awards; honors and remedial programs; orientation of new faculty members; and degree requirements.

Most of the items have been part and parcel of American higher education for many decades. No institution can fail to accept the existence and actual necessity, in some form or other, for these operational concerns. That a few are not considered desirable in all colleges is, of course, to be acknowledged—and that changes are occurring in some of the areas with a measure of acceleration is more than obvious.

Some colleges, principally perhaps because of their homogeneity in student selection, feel no need for a formalized approach to remedial instruction and thus at some point make the decision not to assume the responsibility for such programs. Others, for the very same reason, may decide not to engage in honors programs, at least insofar as such a program may mean the isolation of a superior group from the rest of the student body. Therefore, the utilization of some items as part of a broad area identified as "instruction" falls in the optional category. Even so, these optional items are so much a part of higher education discussions today that most institutions do face some kind of decision regarding their feasibility.

Change is in the air for several of these instructional procedures. For example, decisions have always had to be made about scheduling classes, even when there were fixed individual or department room assignments and when faculty members tended to teach during the more convenient daytime hours. Today, however, the growing number of students has necessitated the designation of general-purpose classrooms, and both enrollment pressures and student demands have extended not only the length of the class day but also the length of the academic year. While the number of assigned credit-hours has traditionally been the equivalent of the number of class meeting hours, a more critical examination of class-scheduling policy is becoming important. Changes in instruction which reduce the number of hours for class meetings, developments in such areas as television and programed learning, and a new awareness of space utilization and the relatively poor utilization reported in recent years may all have a direct effect on class scheduling.

In short, all the items indicated, some more than others, have a bearing on teaching and on the degree of student success in learning. At first glance, they have, with only a few exceptions, been a part of the administrative operation of American colleges and universities for many years. Changes today in clientele and increasing student enrollments, however, require a continuing examination of instructional policies.

Policy Development.—Most of the nine colleges in the study report that both the faculty and the academic dean are involved in the development of instruction policy. Two colleges, Juniata and Regis, emphasize a cooperation between faculty and administration in the notion of administrative initiation and approbation and with faculty involvement between these ends of the process; the College of New Rochelle emphasizes administrative responsibility in instruction with only occasional references to faculty involvement; and Whitman, Dillard, and William Jewell all report some division of responsibility among the several items between the faculty and the administration. William Jewell further explains that the president and trustees exercise specific control over instruction in religion.

Nevertheless, three of the colleges participating in the study indicate that policy in the majority of the areas relating to instruction is the bailiwick of the faculty. At Southwestern at Memphis, at Knox College, and at Randolph-Macon Woman's College, the faculty as a whole has the ultimate responsibility for such policy. Southwestern at Memphis further explains that policy decisions tend to be made by four different faculty committees; Knox indicates that many items of instruction policy are developed by one faculty committee of which the dean is chairman; and Randolph-Macon Woman's College reports that three faculty committees have responsibility for policy decisions. In all three colleges, however, matters may be referred to the whole faculty for decision.

In the six areas of instruction policy development which might be termed student-oriented—examinations, marking procedures, degree requirements, scholastic awards, honors programs, and academic probation—most of the nine colleges indicated predominant faculty participation. Moreover, all nine of the colleges indicate that the faculty either as a whole or in committee plays an important role in policy development for scholastic awards and honors programs, although four of the colleges indicate that the academic dean also has a part in the area of honors programs. It should be noted that except for scholastic awards and honors programs, both Juniata College and the College of New Rochelle state that the dean holds the responsibility for policy decisions in student-oriented areas.

Student registration and remedial programs, although certainly student-related areas of instruction, seem to rely predominantly on administrative policy decisions. Only one college, Southwestern at Memphis, indicates involvement of the whole faculty in policy development for either area. Whitman states that the president of the college is responsible for registration policy, although he is advised by either the president's council or the faculty council.

Areas of instruction which have a major emphasis are faculty orientation, teaching loads, scheduling classes, scheduling rooms, "covering" classes, and textbook selection. Policy development in these areas at the nine participating colleges usually seems to be the responsibility of the academic dean, and all the colleges which comment on faculty orientation indicate that policies in this area are the responsibility of the academic dean alone. Responsibilities for establishing teaching load policy, scheduling of classes, classrooms, and office space, and developing textbook policy also seem to fall upon the dean's shoulders in the greater portion of the cases. There are some exceptions, however—Dillard University indicates that the board of trustees is responsible for policy establishing teaching loads, while Whitman College reports that the president has this task. Dillard also indicates that the president of the college determines policy relating to the assignment of faculty office space. Randolph-Macon Woman's College states that faculty legislation establishes policy for both scheduling classes and scheduling rooms, with the role of the dean reduced to that of a "watchdog of faculty legislation" in the implementation of the policy.

The manner used to develop library policy in the nine colleges differs widely from one to another. One common aspect of policy development in all but one of the colleges, however, is that it is a joint concern involving committee action or the consensus of a group of persons. Only three colleges, Regis, Juniata, and the College of New Rochelle, indicate that the librarian can make a final and independent decision, and Juniata alone reports that the librarian has sole responsibility for all policy in this area. Dillard and Whitman indicate that the library committee has full responsibility for policy development; Randolph-Macon Woman's College indicates that the librarian and the president make library policy; Knox College states that the librarian, president, and the dean jointly determine library policy; and William Jewell reports that the librarian, library committee, president, and academic dean are all involved in library policy decisions. Only one college, Southwestern at Memphis, indicates that policy responsibility rests entirely with a faculty committee.

Both the College of New Rochelle and Regis College report that the library committee is appointed by the president, and William Jewell College states that the library committee is composed of the academic dean and several faculty members. Randolph-Macon Woman's College states that it does not have a library committee at this time although the dean of the college and the librarian are discussing plans to develop one.

Each of the five colleges in discussing policy development relating to audiovisual materials reports a different center of responsibility. Dillard University explains that a joint administration-faculty committee, the curriculum committee, holds this responsibility, together with the faculty as a whole, while Regis College reports that the educational policies committee, an administration-faculty committee, and the dean determine policy in this area; Knox College indicates that policy relating to audiovisual materials rests with the librarian and the dean; William Jewell College states that the dean alone is responsible for policy; and Southwestern at Memphis states that only the faculty is responsible for policy development.

Additional and individual areas of instruction are revealed by three of the participating colleges—Dillard University, Randolph-Macon Woman's College, and Juniata College. At Dillard, every faculty member is required to prepare a course outline for each course taught. Policy relating to the outlines is developed by the curriculum committee and the faculty. Randolph-Macon Woman's College classifies a private art collection as properly belonging to the broad concept of instruction. The chairman of the art department and the president of the college have the responsibility for developing policy relating to the maintenance of the collection. Finally, since 1938, Juniata College has substituted a writing program for the course of English composition contained in most college curriculums. The program, which involves a type of tutorial conference, schedules regular papers in each of the student's academic courses to be graded by the course instructor and then discussed with the writing program advisor. Policies governing this program are developed by the academic dean.

Implementation of Policy.—The actual implementation of the items considered as part of instruction is apparently a responsibility chiefly assigned to, or assumed by, the dean himself. In addition to the dean's direct involvement in this area, most colleges also report the activity of the registrar, particularly in relation to registration, to the scheduling of classes, classrooms, and laboratories, and to the "checking out" of degree requirements and scholastic awards. Most of the registrars, however, are reported as being within the dean's span of control, or as functioning in close cooperation with the dean.

Although policy decisions seem to be divided between faculty decisions on student-related items and administration decisions on faculty-related items, the implementation of all policy decisions usually rests with the administration. Some of the student-related areas of examinations, marking, degree requirements, scholastic awards, honors programs, and academic probation which are reported realms of faculty policy decision are also areas of administration implementation. Of this group of instruction areas, only examination and marking remain predominantly within the scope of faculty powers. Six of the participating colleges report that the faculty, individually or by departments, is responsible for the implementation of examination policy. Two of these six colleges however, also indicate that the academic dean has a role in the policy implementation. In addition, Randolph-Macon Woman's College states that the dean holds the entire responsibility for administration of examination policy, and Whitman College states that the director of the curriculum alone has the administrative responsibility. Knox College reveals that while the faculty does administer general examination policy, administration of policy relating to comprehensive examinations is the job of the academic dean.

Again, six of the participating colleges report that implementation of grading policy rests entirely with the faculty as individuals, as departments, or as a whole. In contrast, however, Regis College reports that the dean assists the department chairman in administering grading policy; the College of New Rochelle indicates that the dean alone administers grading policy; and William Jewell College states that the registrar oversees the administration of grading policy.

The administration of policy relating to degree requirements and honors programs appears divided between faculty control and administrative control. Two colleges, Randolph-Macon Woman's College and the College of New Rochelle, report that the dean alone implements policy relating to degree requirements. Regis states that the dean and a faculty committee together administer such policy; Juniata indicates that the registrar, a committee composed of the academic dean and faculty members, and the faculty as a whole administer this policy. Again, while three colleges report that the dean implements policy relating to the honors programs, four colleges indicate that the faculty carries this responsibility either through a faculty committee or through the departments. Regis College reports that plans for administering honors programs are presently being studied.

Two opposite areas of student-related instruction, scholastic awards and academic probation, indicated as faculty policy responsibilities, are reported by the colleges as areas of administration implementation. Three colleges indicate the dean alone has responsibility for scholastic awards; two colleges indicate the president carries this responsibility jointly with the dean; one college indicates the president, dean, and registrar together administer awards; and one college indicates that the registrar shoulders most of this administrative task. Southwestern at Memphis states that administration of scholastic award policy is not coordinated but rather is done independently by the appropriate department or group. In the faculty-policy decision area of academic probation, four colleges report the policies administered by the academic dean, one college reports the policies administered by the dean of students, and three colleges report that the policies are indeed administered by faculty committees.

The two additional student-related fields of instruction, student registration and remedial programs, predominantly areas of administrative policy decision, are also areas of administrative implementation. Five colleges indicate that the registrar is responsible for student registration; two colleges indicate that the dean is responsible for student registration; and one college indicates that the registrar and the dean together implement registration policy. Only one college, Southwestern at Memphis, excludes both registrar and dean in this area and instead reports that the dean of admissions and records, and the associate registrar, conduct student registration. Of the five colleges that mention administration of remedial programs, both the College of New Rochelle, and Southwestern at Memphis state that the dean is responsible; Regis College accords responsibility to the assistant dean; and Juniata College divides responsibility between the language department and the director of admissions according to the remedial program involved.

In contrast to the student-related areas of instruction, administrative officers have the responsibility for implementing as well as making policy decisions in the faculty-related areas. Moreover, the majority of the participating colleges report that the academic dean alone oversees the implementation of policy relating to faculty orientation, teaching loads, and "covering" classes. Only Knox College indicates that faculty members or the departments are responsible for seeing that the policy in "covering" classes is followed.

The scheduling of classes and examinations as well as classrooms, laboratories, faculty offices, and faculty office hours seems to differ from institution to institution. Six of the colleges report that the registrar schedules classes and examinations, although both Regis and the College of New Rochelle state that the dean also participates; and Whitman College states that the director of curriculum assists in this area. In the scheduling of classrooms, laboratories, offices, and office hours, Randolph-Macon Woman's College claims that the departments, a faculty committee, and the dean are all involved; both Regis and William Jewell College state that the dean is involved; and Southwestern at Memphis states that the office of admissions and records is involved. Four colleges, New Rochelle, Juniata, Whitman, and Regis, indicate that the registrar alone has the responsibility for scheduling classrooms and laboratories. Both Dillard and College of New Rochelle state that the president assigns faculty office space; both Knox and Juniata state that the dean assigns faculty office space; and Whitman states that most often the business manager assigns office space. Of the three colleges which specifically comment upon the administration of faculty office-hour policy, Dillard and Juniata state that the dean schedules individual office hours, while Knox College indicates that the individual faculty members establish their own hours.

Librarians, with or without library committees, direct the libraries in all nine colleges. Administration of library policy rests with the librarian alone in three colleges, with the library committee of which the librarian is a member in two colleges, and jointly with the librarian and the library committee in two colleges. Dillard University reports that the dean assists the library committee in implementing library policy, while Juniata College indicates an administrative line from the librarian to the dean and to the president.

Textbook selection seems to rest predominantly with the faculty in accordance with previously determined policies. Only two colleges, Regis and the College of New Rochelle, indicate that the academic dean also plays a role in determining course texts. Of the six colleges reporting administrative procedures related to audiovisual materials, two report execution of policy by the librarian, two report execution of policy by the individual departments, and two report execution of policy by the dean or assistant dean.

Among the additional items related to instruction reported by the three colleges, Dillard reports that its policy governing course outlines is administered by the division chairmen; Randolph-Macon Woman's College reports that its art collection is administered by the chairman of the art department; and Juniata College reports that its writing program is administered by the academic dean.

Student Services

Some of the student services which are closely identified with academic administration must be included in any discussion of the subject. Such areas as recruitment and admissions, entrance examinations, academic counseling, student financial assistance, and cocurricular activities are at once student centered and academic centered. Not all phases of student services, however, are explored in this study; the authors have included only those aspects which are closely allied to the academic area and in which there is some likelihood of involvement by an academic dean in a liberal arts college.

The general scope of student services could quite properly include all student activities—both extracurricular and cocurricular. In the study of academic administration of a liberal arts college, however, only those activities which might be termed cocurricular are relevant. Although admittedly a fine distinction, and one not always recognized by persons engaged in student-services administration, a cocurricular activity is one which relates directly to student course work, such as a departmental club, in contrast with extracurricular activities having less direct relevance to course study, such as student government or social clubs.

In some of the larger institutions, many of the above items, along with several others, may be organized *outside* the administrative segment of academic affairs. In contrast, in some of the smaller colleges, such an administrative dichotomy is less likely to be structurally apparent. Whatever the structure, the commonality of interest in the two areas, academic administration and student services administration, is apparent and is usually in need of a constant and effective support.

Policy Development.—Most of the nine colleges in this study state, or imply, a more obvious and direct involvement by administrators in the student services section than has been shown in earlier sections of this study. Nevertheless, committees on admissions quite commonly include both faculty members and administrators and are reported to be actively engaged in the development of admissions and recruitment policy. Several of the colleges also report committee involvement at a policy level in the area of scholarships, grants, and loans. Moreover, the academic deans often hold membership on such committees and generally are either directly or indirectly involved in relevant policy development. Academic deans are apparently less involved in policy development for such areas as the administration of student placement, nonacademic records, and the cocurricular programs. It should be noted that the six colleges giving general statements of policy development in student services all indicate that responsibility in this area was divided between the faculty and the administration.

The analysis of the nine participating colleges reveals that there are only two areas of student services policy development which are more often the responsibility of the faculty than of the administration—the academic classification of students and cocurricular activities. Of the five colleges which discuss in some detail their policy-making procedures relating to the academic classification of students, Regis College, Whitman College, and Randolph-Macon Woman's College all report them as a faculty or a faculty committee responsibility; and one college, Juniata, attributes policies to a joint administration-faculty committee. In contrast to the faculty monopoly, Dillard University suggests that policies concerning the academic classification of students are developed by the academic dean alone. Each of the six colleges in discussing policy development for cocurricular activities reveals a different type of involvement. Four of these colleges, however, do indicate that the faculty is substantially the source of policy. Only one college, the College of New Rochelle, reports that policy is the sole responsibility of an administrative officer, the director of students; and one college, Juniata, reports that the students themselves develop policy in this area.

Three areas of student services—recruitment and admissions, financial assistance for students, and approving program changes—reveal a split among the colleges; some report that policy decisions rest with the faculty, others report that they rest with the administration. Eight of the nine colleges discuss policy development relating to recruitment and admission of students, and all eight reveal that responsibility for policy decisions in this area rests with an admissions committee or council. Three colleges—Dillard University, Randolph-Macon Woman's College, and Juniata—report that the admissions committee is composed of both faculty members and administrative officers; three colleges—New Rochelle, Knox, and Whitman—report that the admissions committee is composed of administrators only; and two colleges—Regis and Southwestern at Memphis—report that the admissions committee is composed of faculty members alone. Only two colleges discuss policy decisions relating to the approval of program changes for student registration. Of these two, Dillard points to the dean and the registrar as the centers of policy responsibility, and Whitman College announces that policy decisions are made by the faculty.

Policies for the area in student services commonly labeled as financial aids to students—that is, scholarships, grants-in-aid, assistantships, and student loans—seem most often to be developed by committees. Dillard and Juniata have joint administration-faculty committees concerned with financial aid policy; Regis and Southwestern at Memphis discuss financial aid committees composed totally of faculty members; and Randolph-Macon Woman's College and Whitman College report financial aids committees made up of administrators. An exception to the committee approach, however, is seen in the College of New Rochelle, which states that the president alone is responsible for decisions concerning financial aid policy.

Policy relating to both academic and nonacademic records is developed principally by administrative officers. Of the seven colleges reporting policy-making procedures relating to academic records, six report the involvement of one or more of the following administrative officers: The academic dean, the registrar, the recorder, the president, or the dean of admissions and records. Only Juniata indicates a joint administration-faculty committee involved in policy decisions concerning academic records. However, the persons charged with policy decisions for student nonacademic records differ in each of the four colleges discussing this area. Dillard University reports the involvement of the dean of students, the dean of the chapel, and a personnel committee, while Randolph-Macon Woman's College also reports the dean of students but adds the director of admissions and the director of vocational guidance. The College of New Rochelle attributes all nonacademic record policy decisions to the guidance and placement office alone. Whitman College indicates that the president and the dean of admissions are concerned with policies in this area.

Policy development in student part-time and full-time job placement appears to be chiefly restricted to administrators. Of the five colleges discussing procedures in the area, four indicate that policies are developed by a group of administrative officers. Of these, two reveal that policy is developed by an administrative committee. One discusses two committees as well as the dean of students and the business manager, and one attributes policy development to the director of vocational guidance and the alumni secretary. The College of New Rochelle alone does not indicate committee involvement in the area and, instead, reports that policy decisions are made by the president.

All six of the colleges reporting policy procedures for academic counseling indicate that the academic dean plays a major role in policy development in this area. Both Dillard University and Juniata College report the joint efforts of the dean and an administration-faculty committee, while Whitman College indicates that policies are decided jointly by the dean and the board of counselors. Randolph-Macon Woman's College states that the dean alone makes policy concerning academic counseling. Knox College attributes policy decisions to the dean together with the dean of students.

Only two colleges discuss policy development relating to both transmitting grades to students and corresponding with parents about the academic progress of students. Dillard University states that the dean and the registrar make policies in these areas while Randolph-Macon Woman's College indicates that such policies are the responsibility of the dean alone.

Policy Implementation.—In the student services section the administrative role of the academic dean lacks the sharp focus characteristic of his role in the earlier sections of the report. The deans tend to function directly in the student services areas which are most closely linked to the academic interests of the student, such as in academic counseling, correspondence with parents about academic progress, and approval of program changes. Transmission of grades and maintenance of academic records are usually the registrar's tasks; registrars, however, are often placed in the dean's span of control.

Academic deans seem to be removed from the direct administration of admissions and recruitment policy; instead, these functions are assigned to directors of admissions who are responsible either to the college president or to the academic dean. Student personnel deans tend to be specifically involved in administering cocurricular activities and nonacademic records and, jointly with academic deans, involved in administering policy concerned with student-class absences. It should be emphasized, however, that implementation of policies in the area termed "student services" rests almost entirely with the administrative officers, and not with the faculty.

Each of the nine participating colleges indicates a specific person or group of persons charged with admitting students to the college—either a director of admissions or a committee on admissions. Four of the colleges indicate that the responsibility for administering the program of admission of students rests with one person, the director of admissions; four colleges indicate that the director of admissions shares his responsibility with a committee on admissions. Only New Rochelle reveals a change from this pattern and only a slight deviation at that; the president of the college assumes admissions responsibilities together with the committee on admissions. In a related area, administration of examinations policy, three colleges place responsibility with the admissions personnel; Knox College employs a special college examiner; and Regis College uses a college testing bureau.

In the realm of student records, seven of the nine colleges agree that academic records are the special responsibility of the college registrar. Only Randolph-Macon Woman's College and Southwestern at Memphis differ from this pattern. Randolph-Macon states that the college recorder is responsible for academic records, while Southwestern at Memphis states that the dean of admissions and records claims all student records as his special province. Seven colleges indicate that any or all of the student personnel officers—the deans, the registrars, and the directors of admissions—keep student nonacademic records. An exception, however, is the College of New Rochelle, which states that the guidance and placement bureau holds all such records.

The area of full-time or part-time job placement for students draws a varied response from the eight colleges commenting on the subject. Four colleges reveal the involvement of a specific placement service, although both Knox and New Rochelle report that a placement service is used only for full-time placement, while the financial aid office has the responsibility for part-time student employment. Dillard University indicates that a committee on work opportunities composed of the director of admissions, the dean of students, and the business manager holds the responsibility for placing students in full-time positions; Southwestern at Memphis states that the director of vocational guidance and the alumni secretary have such responsibility; and both Juniata and Randolph-Macon Woman's College state that the academic dean and the financial aid committee are involved in placing students in full-time or part-time positions. Juniata further states that the dean of men plays a role in the full-time job placement of students.

Four participating colleges indicate that implementation of policy relating to academic counseling of students is the responsibility of administrative officers; two colleges indicate that the administration and the faculty jointly tackle the problem of academic counseling; and two colleges indicate that the faculty alone assumes the responsibilities for academic counseling. The College of New Rochelle, Regis College, and Juniata College all state that the academic dean plays a role in this area, and Knox College and Juniata College both state that student personnel deans assist in academic counseling.

Transmitting grades to students as well as determining the academic classification of students seems to be a function of the registrar in all colleges reporting that position. Knox College indicates, however, that the dean of students also assists in both areas; Regis College states that the faculty advisers and the registrar administer college policy regarding grade transmittal; and Dillard University states that the dean and the registrar jointly establish student academic classification. Six of the participating colleges indicate that correspondence with parents about the academic progress of students is the responsibility of the administrative officers—the academic dean, the registrar, or the student personnel dean. Whitman College stipulates, however, that each member of the faculty and of the administration is expected to answer any correspondence from a parent relating to student progress.

The academic dean in six of the colleges plays an important part in the approval of program changes for student registration, although in three of the colleges the dean is assisted by members of the faculty in their capacity as academic advisers. Knox College, however, reports that approval of program changes must come from the college registrar, and Whitman College indicates that the faculty alone is responsible for administering college policy in this area. Six colleges also state that administrative officers alone administer policy concerning student absence from class, five stating the responsibility rests with the academic dean or assistant dean and one stating that the responsibility rests with the dean of students. Juniata and Southwestern at Memphis report that the faculty and the administration jointly administer class-absence policy, and Whitman College reports that the administration of such policy is the sole responsibility of the faculty.

College policies touching on student financial assistance are generally administered by specifically designated financial aid directors or financial aid offices. The administration of financial aid policy in five colleges, then, is chiefly by a committee on financial aid. Three of the colleges indicate that the committee alone is responsible for financial assistance to students; Randolph-Macon Woman's College states that the dean as well as the committee determines the financial aid extended; and Whitman College reports that the student personnel deans share responsibility with the committee in administering financial assistance. Two colleges reveal the appointment of a separate administrative officer, the director of financial aid, in this student service area; Knox College indicates that this director alone administers financial assistance policy, while the College of New Rochelle states that both the director of admissions and the admissions committee assist the financial aid officer in this area. Dillard University states that the director of admissions alone is responsible for administering financial aid policy, while Regis College indicates that such policy administration is the job of the director of business and finance.

The academic dean seems to be generally excluded from the area of administering cocurricular activity policy. Three colleges report that the dean of students oversees student activities relating to course work, and two colleges state that implementation of policy in this area is the job of both the faculty and the administration. Knox College reveals the work of a student affairs committee in regulating student cocurricular activity, and Juniata states that a student senate carries the total responsibility for administering the college regulations.

Budget

A college or university budget is a reflection of educational planning. Budget items actually determine personnel and program limits and serve as financial guidelines—and thus educational guidelines—for a given year. In a real sense, the involvement in budget development is at once an involvement in educational planning itself. The extent to which administrative and faculty personnel are drawn into the budget process is a fair indication of the extent to which the same personnel function in the planning process. The omission of personnel, of course, suggests omission from policy development and policy implementation.

Budget consideration concerning salaries and materials for faculty, library, and academic offices is the major concern of this section. The analysis touches on general policy development, budget preparation, and budget control.

Policy Development.—Major policy concerning the budgeting of academic expenditures is made by the boards of trustees and, more particularly, by the executive committees of these boards. However, three colleges among the nine participants report that policy decisions are primarily a responsibility of the major administrative officers. Nevertheless, in the last analysis, it appears that boards of trustees hold and maintain a basic authority in this area of policy, even though some colleges tend to develop the early stages of budget policy at the administrative level.

In fact, initiating procedures leading to policy development seems to be a task of college administrators. Six of the nine colleges report that the president carries the heaviest burden of early policy development before proposals are submitted to the board of trustees for approval. Of these six, two colleges state that the president, the business manager, and the academic dean jointly determine the policies to be presented; two colleges state that the president alone initiates policy decisions; one college reports that the president and the comptroller establish initial budget policy lines; and one college indicates that the president develops salary policies while a president's council prepares all other budget policy for trustee approval. In this latter instance, Whitman College, the president's council is composed of all administrative officers, including the academic dean. Randolph-Macon Woman's College further reports that the executive committee of the board of trustees develops all policies relating to faculty salaries, capital construction, and fee increases. Nevertheless, all other budget policy decisions remain within the domain of the president for approval by the trustees. In contrast, two colleges, Regis and Juniata, state that the board of trustees has full and sole responsibility for budget policy development. Only William Jewell College makes no statement of policy responsibility.

Administration of Budget Preparation.—All the colleges report that their presidents and deans participate in the development of the educational budget. For the deans, this activity shows variation. Occasionally, the reports show the dean as a budget committee participant or as involved only in preparing the budget for faculty salaries. Generally, the deans report a joint action with the president on all decisions in the preparation of the educational budget.

A cooperative joint-budget approach on the parts of presidents and deans is strongly emphasized through all of the college reports. All reports convey the notion that while decisions may be made jointly, ultimate administrative authority lies appropriately with the president of the college. Four of the participating colleges emphasize this fact with general statements that the president either makes the final preparation or reviews the budget before submitting it to the board of trustees. Regis states that the president, the director of business and finance, and an administration-faculty "budget committee" prepare the academic budget; Southwestern at Memphis states that the president and the comptroller jointly prepare the budget; and Whitman College declares that the president and the president's council prepare the budget for approval by the board of trustees. One college, William Jewell, deviates from this president-to-trustees pattern. This report discusses only the academic portion of the budget and declares that the academic dean carries full responsibility for preparation of this portion of the total college budget.

It is interesting to note that William Jewell states that the dean is assisted by the president in determining instruction salaries—and thus this procedure falls into the more usual pattern. Three other colleges use the president-dean approach in determining appropriations for faculty salaries; two colleges add the business manager or the treasurer to the president-dean team in preparing the instruction salary budget; and one college states that the president alone determines instruction salary appropriations. Only in Regis College is there any mention of faculty participation in the preparation of that part of the budget dealing with their salaries. In this instance, it is reported that the dean is assisted by the faculty in determining the budget for instruction salaries.

All of the eight colleges discussing preparation of the instruction materials budget declare that the academic dean plays a significant part. Randolph-Macon Woman's College, Regis College, and Knox College all state that the faculty shares some of the responsibility for preparation of this portion of the academic budget with the academic dean; the College of New Rochelle also indicates faculty involvement as part of a preparation chain passing from the departments to the dean to the budget committee to the treasurer and finally to the president. Three of the colleges, however, do not indicate any faculty involvement. Both Dillard and Southwestern at Memphis state that the dean, president, and the business manager or comptroller prepare the instruction materials budget just as they hold the responsibility for the instruction salaries budget; William Jewell states that the budget committee alone, which is composed of the president, the dean, and the vice presidents, determines the instruction materials budget.

In the discussion of the budget for library salaries, it is of interest that only five of the eight colleges reporting on this item indicate any involvement of the college librarian. These five, Knox, William Jewell, New Rochelle, Regis, and Southwestern at Memphis, indicate a great variation in the responsibilities of the librarian and the number of persons assisting in determining library salaries. As usual among the other budget preparation items, the most usual combination of persons in determining the library salary budget is the dean and the president. Randolph-Macon Woman's College and Juniata both state that the president and dean jointly determine this portion of the academic budget; Knox College reveals that the librarian shares responsibilities with the president and the dean; and Dillard states that the dean, president, and business manager prepare the library budget. Both the College of New Rochelle and William Jewell College indicate that the college budget committee carries a large load for library budget preparation; Regis College reports that the librarian submits a proposed library budget to the dean for final preparation; and Southwestern at Memphis states that the librarian, president, and comptroller are all involved in budget preparation. Similarly, in preparing the budget for library materials, Knox and Randolph-Macon indicate the responsibility lies with the dean, president, and librarian; Dillard and Southwestern at Memphis state that the dean, president, and business manager or comptroller share the responsibility; New Rochelle and William Jewell report that budget preparation is primarily the responsibility of budget committees; and Regis states that the dean and librarian are jointly concerned.

Only six colleges discuss the preparation of an academic offices budget. Of these six, all responses show variations in the individuals involved, although all are administrative officers. Dillard reports that the president, dean, and business manager are involved, while Knox College reports that the president alone has this responsibility. William Jewell College states that the budget committee decides the budget for academic office expenditures. Randolph-Macon, however, reports that the board of trustees determines salaries while the president and treasurer prepare the materials budget. The College of New Rochelle states that the budget committee submits a tentative budget to the treasurer who in turn presents it to the president; and Regis College reports that the administrative officers present budgets to the director of business and finance.

Administration of Budget Control.—Budget control apparently lies with the business office with assistance from various academic departments or divisions. Deans appear to have little regular involvement, although the expenditure of larger sums draws their attention. Faculty travel items, even though falling within the approved budget, are likely to require the special scrutiny and approval of the dean.

In the discussion of approval of purchase orders, specifically those orders dealing with instruction materials, all but two of the colleges participating report that the final decision is made by the business office. As exceptions, Juniata College states that such authority rests solely with the academic dean, and Whitman College states that approval must come from the appropriate member of the president's council. Approval for a transfer of budgeted funds, specifically those budgeted for academic administration, however, usually must come from the president. All eight colleges reporting on this item indicate involvement of the president, although only Dillard and Randolph-Macon Woman's College indicate that the president alone holds this responsibility. The other six colleges report the president as having a major role but as assisted by the budget committee or business office. The College of New Rochelle states that the board of trustees has the final approval, although the president and treasurer first submit recommendations; and Juniata College alone indicates activity of the academic dean in this area. At Juniata, the administrative committee approves transfer of funds, and this committee is composed of the president, assistant to the president, treasurer, and academic dean.

Randolph-Macon Woman's College indicates that two additional persons are involved in academic aspects of budget control. The academic dean must approve faculty expenditures for professional meetings, while the librarian has the authority to check department expenditures for books.

The Dean's Office

Most of the colleges report the position of an academic dean, whether by this precise title or by another, since the earliest days of the college. In contrast, Juniata and Whitman indicate the creation of the academic deanship as recently as 1948 and 1949, respectively. Six of the nine deans hold the title of "dean of the college." The others are known as "dean," "dean of instruction," and "dean of the faculty."

There is a high degree of similarity in the kind of positions assigned to the span of control of each of the college deans. Department chairmen, or division heads when that pattern of organization is used, are assigned to the dean in all nine colleges. In addition, librarians and registrars ("recorder" in one instance) are usually listed among those who report to the dean. In a few instances, directors of admissions and student personnel directors also report directly to the academic dean.

All of the deans except one hold the Ph. D. degree. The nine deans did their graduate work in seven different fields. Overwhelmingly representative of the humanistic fields, the group includes one economist and one biologist. Both philosophy and English literature have double representation among the nine deans. Six deans are full professors, one is an associate professor, one is an instructor, and one holds no teaching rank.

The deans report an average of about 6 years in their present positions. Several have also served earlier in other capacities in the same colleges.

CHAPTER III

Summary of Academic Administration

THE COLLEGES, all vital living social organisms, are constantly changing. No doubt several modifications in practice have already been inspired by the simple preparation of the case studies. Others will occur as suggestions and recommendations are developed by the various readers of this bulletin. Such an unfolding of the process of academic administration will, hopefully, prove to be beneficial and salutary. In the summary which follows, the role of three persons or groups in academic administration has been identified. How do these nine case studies define the role of the dean, the faculty, and the president?

Role of the Administration and Faculty

The Dean.—In each area—faculty, curriculum, instruction, student services, and budget—the nine case studies indicate that the academic dean is definitely involved in varying degrees. In all of the areas except the budget, he plays a major role in the policy decisions. As a policymaker, he works with the president on faculty personnel decisions, he is a member and often the chairman of a faculty committee for curriculum decisions, and shares responsibilities with the faculty in instruction decisions. It should be pointed out, however, that the dean bears the complete responsibility for policy decisions regarding the "faculty oriented" areas of instruction as well as the areas of remedial training and student registration. With rare exception, the dean directly or indirectly influences policy decisions in the area of student services. Although he may seem to share policymaking with many other administrative officers in this field, it is nonetheless true that most of these officers report to the dean and come within his span of control. His influence on policy, then, is felt even in the areas where he does not make the actual decisions.

The academic dean is typically more directly and heavily involved with the implementation of policy decisions in the area of academic administration than with the policy decisions themselves. He carries a significantly larger proportion of the responsibilities for implementing decisions in the five areas than does any other single person or group. The dean carries the greatest responsibility for implementation of faculty personnel policies and instruction policies. In the former area, he is assisted by the president, while in the latter area he is assisted by the faculty in examinations, marking, textbooks, and academic honors and by the librarian with the library. Most of the colleges reveal that the dean assists the president in the preparation of the budget and that the dean controls faculty travel expenditures in the administration of budget control. In almost every case study, the smallest role of the dean in the implementation of academic policies is in the area of curriculum.

Although the academic dean plays a definite role in both policymaking and policy implementing in the area of student services, he is usually only one of a team. By and large, the colleges report that a separate admissions officer is responsible for admissions implementation, that records and grades are kept by the registrar, that student counseling is done by special student personnel deans, that financial aids are the responsibility of a separate financial aids office or officer, and that job placement is the responsibility of a special job bureau. Although in one college or another each of these offices or officers comes within the scope of the dean's formal control, there seems to be no uniform pattern among the nine participants. Moreover, while some of the deans indicate that they feel they have become too involved in student services, other deans feel that they have neglected this area.

The Faculty.—The participating colleges reveal that greatest faculty participation in policymaking is in the area of curriculum decisions. The faculty is also involved to a significant degree in instruction policy and student services policy. In fact, the faculty of each of the nine colleges has the major responsibility for policy decisions in the so-called "student oriented" parts of instruction with the exceptions of student registration and remedial programs. In the field of student services policy, the faculty most often is responsible for academic classification of students and cocurricular activities. Policies concerning admissions and financial aids are split among the nine colleges with some participants indicating that these activities are the responsibility of the faculty, some of the administration, and some of both. The faculty seems to be only slightly involved in policy decisions for faculty personnel, and usually only through the use of faculty advisory committees.

The one administrative area of greatest faculty influence is curriculum. All the colleges report the existence of faculty committees of varying size and importance in this area. Although policy decisions frequently must be approved by the board of trustees, policy implementation rests almost entirely with the faculty. The only overt part the president plays in the area of curriculum is in the appointment of faculty members to committees. In contrast to this preeminence in curriculum administration, it is of interest, but not too surprising, to note that the faculty is not at all involved in the several aspects of budget policy, budget preparation, or budget control.

The President.—The president of the college in all nine reports seems to be involved primarily in faculty personnel and in budget administration. For these two areas, he plays an important role in each aspect of the policy development processes as well as the implementation and control processes. Nonetheless, it would seem safe to assume that the president plays a far more extensive role as the chief administrator of his college. His influence may be felt through informal channels or through formal channels, since in the final analysis he holds the responsibility for appointments, promotions, and budget expenditures. Therefore, it would be a mistake to assume from this summary that the president plays but a minor role in the academic administration of these nine liberal arts colleges.

Among the several areas of academic administration presented in this study, the area of budget alone is characterized by almost complete uniformity of treatment among the nine colleges. It is the consensus that the president initiates budget policy but that the board of trustees approves the budget, that the president and the dean share the major responsibility for the administration of budget preparation, and that the business office carries most of the load for budget control. The administration of the area termed "budget" thus places emphasis on two authorities mentioned only slightly in connection with the other areas, that is the business office and the board of trustees. All of the nine colleges report that the business office has most of the responsibility for the administration of budget control; all of the nine colleges report that the board of trustees is ultimately responsible for the budget policies. In fact, were it necessary to choose one of the five areas as exhibiting the most uniformity among the participating colleges, it would indeed be budget.

Strengths and Weaknesses.—In summary, it should be said that an attempt has been made to outline the similarities among the nine colleges as well as the occasional divergences. Real differences do exist among the colleges both in approach and in desired results. Thus what may be eminently successful for eight colleges in one area may be the worst possible device in the ninth. Likewise, one college may have satisfactorily solved an administrative problem through one means while the remaining eight are yet groping for a good solution.

Several of the deans emphasize that a major strength in the academic administration of their colleges is the high degree of faculty involvement in the many phases of academic administration, particularly at the level of policy development. Open two-way avenues of communication are cited as strong points, along with the value and importance of clear-cut goals and a general understanding and acceptance of such purposes. Most frequently, faculty participation means participation through faculty committees. Although most college deans find a positive value in an administration based on such an approach to consensus, a few raise a word of caution on the amount of time which both administrators and faculty members must use in such a process. In addition, there is some suggestion by the deans that faculty involvement in questions of institution-wide concern does not always have an equally strong appeal to all members of a college faculty.

A few college deans suggest that there is need to enlarge the groups presently constituted for the development of academic policy. Although one college cites departmental autonomy as somewhat less than desirable, another indicates that division organization is a positive factor. Several deans express some uneasiness about the state of academic counseling; they seem to suspect inadequacies in this area, since "supervision" by the deans is difficult.

The strengths and weaknesses are those which the deans themselves have summarized. The reader, in examining the nine case studies, may find additional elements of strength and weakness in each.

Key Problems

In consideration of the stated strengths and weaknesses, it must be recognized that each of the nine colleges has come to terms with procedures for the policy development and implementation of its academic program. Among the nine, there is at once the paradox of difference and similarity. Differences are based on long individual college traditions and the differing philosophies held by college personnel; but a similarity exists which seems to be nurtured in part by a common understanding of the liberal arts heritage.

All the reports, some more than others, bring into focus many of the key problems in academic organization and administration. These are problems which must be constantly studied, for the extent to which an effective solution is achieved is inevitably reflected in the entire academic climate of an institution. Among the problems which tax the ingenuity of administrators and faculty members in this area are those which relate to the following: (1) the distinctions between policy development and policy implementation; (2) the feasibility of a line-staff organization as an administrative structure in the relatively small liberal arts college; (3) the reality of faculty group decisions and committee functions; and (4) the *de facto* duality of the academic dean's role.

What is policy development and what is policy implementation?—In simple terms, policy development is essentially the creation of action guides. Policy implementation is the actual translation of these guides into action.

Ideally, policy itself is a reflection of a basic philosophy within an institution; and the means for the development of policy within the institution are also, in large measure, a reflection of that same philosophy. For example, a liberal arts college with emphasis on the development of such student traits as an independence of judgment or an appreciation of the democratic process would be somewhat illogical to allow an almost completely authoritarian approach to institutional policy development. By and large, policy must be determined by someone and, appropriately, *in advance* of general action. Most institutions must come to grips with policy questions even where aspects of organizational structure and parts of curriculum are excused as "traditional." Although tradition may be good, it is a disservice to use it as a *de jure* reason for action.

That there should be policies is sound practice and indeed universally accepted. Nonetheless, recognition and acceptance of policies may unfortunately be limited to those which are, in a sense, somewhat formal in nature. In addition to the formal type of policy, there is a host of policies which grow like Topsy and which are often developed on the spur of the moment and as a reason for an administration decision. Finally, there are the very real but unwritten assumptions which long tradition, both of a particular institution and of higher education in general, has made sacrosanct. Such an example of the folkways sometimes blindly accepted as policy is the firmly entrenched but somewhat anachronistic concept of faculty rank, which long ago lost its literal significance in American colleges.

It is generally recognized in American higher education that a governing board as the legal entity of an institution is essentially a policymaking group which employs an executive officer, the president of the college, to administer the college. Sound practice suggests that a board acts on recommendations of the administrative head, but refrains, collectively and separately, from engaging in direct administration. It is also generally agreed that a board as a policymaking group should restrict its actions to what might be termed *major* policies—policies that are both institutionwide in implication and which have implications for the institution's supporting constituency. Major policy decisions may be initiated in the board itself or in recommendations from the president of the college.

Beyond the point of development and consideration of basic institutional policy, many other policies in all areas of an institution's program are required. A solid and fruitful principle for policy development is that personnel should be involved (1) to the extent that they have a particular competence bearing on the question under consideration, and (2) to the extent that they are both involved in and affected by its implementation For example, academic policy, especially in the smaller liberal arts colleges, should be a faculty and administration responsibility. Standing committees and *ad hoc* committees reporting to a faculty group and including at times the appropriate administrative officers should be able to consider and develop policy within the framework of basic "major" policies established by the governing board. Faculty decisions, legally, can only be advisory to the chief executive officer of a college; in actual fact, however, and if the principles suggested are followed, decisions can usually be treated as final. Furthermore, in the interest of strong personnel relations, those decisions which are not final and which must be modified or judged unacceptable should be thoughtfully reviewed and explained to the initiating or recommending group.

A fairly well accepted principle in policy implementation is that, if policy is clear, and if there is competence in administrative personnel, administration is more economic and more direct when provided by individual administrators. Actual administration by committees should be held to a minimum. Nevertheless, administration, especially in the academic area, is more complex than simple direct and individual decisions. Adaptations in this suggested principle are in order whenever policy and personnel are inadequate for decisions on the problem at hand. There are, indeed, situations in which modifications are recommended, as when the competence of an administrative officer needs to be *enlarged* or when his decisions need to be *fortified*. As an example, consider the borderline admissions cases when a standing or special committee is needed to support and strengthen the admissions officer's decision. For a faculty committee, however, to consider all admissions cases would be a wasteful expenditure of time and effort and a useless distraction of faculty members from their central task of teaching and research.

What is the place of the line-staff organization in academic administration?—A line-staff organization presupposes a central authority, possibly a corporation which has an appointed executive officer. The executive officer has a group of subordinate officers who in turn may have subordinates for as many successive levels in the hierarchy as may be desired. At various levels, the competence of the various officers may be fortified and expanded by persons who are in a staff position but outside the actual line of organization. In the liberal arts college, the central corporate authority is, of course, the college board of trustees, and the executive officer is the college president. Below the president are the various deans, then division or department chairmen, and finally the individual faculty members.

Through the nine colleges' reports on academic administration, possibly since each was prepared by the dean, a line officer, the line-staff organization is rather clear. The structure appears more obvious in some colleges than in others, and it is apparently clearer in an area such as faculty personnel administration than in an area such as curriculum administration. At the same time that the line organization is identified, the nine reports make little or no reference to staff *per se*. The line organization becomes somewhat less clear at both the policy development and implementation levels in the references to the functioning of the faculty as a group and to the operations of a variety of faculty committees. The line organization maintains its integrity only insofar as faculty group actions and committee actions are advisory and in a staff relationship with the line organization.

Inherent to the entire problem of line organization in the liberal arts college or in any college situation, for that matter, is how to exhibit the virtues of both a community of peers and an administratively functional hierarchy. More succinctly, it is how to enable a group of professionally prepared persons to function with ease and minimal friction in a hierarchical structure and, at the same time, maintain what college personnel affectionately term "a community of scholars." Admittedly, each scholar has his greatest competence as an instructor and researcher within a particular academic discipline. The contribution of faculty members to academic administration, however, should not be limited to instruction and research activities. Each member of the professional body has a justifiable and quite necessary concern in such areas as admissions criteria, policy relating to examinations, grading, honors programs, and graduation requirements. Professionals are also appropriately concerned about all aspects of what are usually referred to as conditions of faculty service such as promotions, tenure, and sundry fringe benefits. Such concerns have bearing on the actual major factors of teaching and research of the average faculty member. How these concerns, which are not only appropriate but also an integral part of academic administration, find expression within the line organizations of each of the participating colleges is reflected in the essays.

What role can a faculty perform as a group and what kinds of functions are appropriately performed by faculty committees?—Traditionally, members of American college faculties are organized within an institution on some basis which permits collective discussions and decisions on various issues. In the universities, the faculty organization may follow departmental or college lines; and, at the all-institutional level, the faculty organization may be constituted on a representative basis. Usually in smaller institutions, all full-time teachers and administrators are included; and, in such instances, the president customarily serves as the presiding officer. However, while tradition has established the faculty as an organized agency, practice has varied in the extent to which such groups have been given responsibilities. Indeed, often the level of authority of the group has been left somewhat unclear.

Faculty committees, a common phenomenon of the American college, may be elected by a faculty group, named by the president or the academic dean, or, in some instances, constituted by a combination of selection procedures. Sometimes the charge or purpose of a committee is clear; at other times committees muddle along, existing only to fulfill some college tradition or to give the appearance of a faculty involvement. A part of the confusion in faculty committee responsibility and authority lies in a lack of accommodation between the faculty as an organized group with an accompanying committee structure, on the one hand, and the line-staff organization which is inherent to the college corporate structure, on the other. The question arises: Does the faculty committee report to the whole faculty, to the president, or to the academic dean? Finally, an additional element in what at times is an already cloudy picture is the lack of clear decision on where the authority and responsibility of the faculty as a group ends and where that of the governing board begins.

A forward step in the resolution of confusion would be a clear assignment of responsibility and authority to the faculty for the development of policy on academic matters within the framework of basic policy already laid down by the governing board. Committees which are planning and working groups within this context should be named by the faculty *per se*, possibly by election, or by direct appointment of the presiding officer, or by some combination of arrangements. If the notion of community is to be achieved, for example in the relatively small liberal arts college, the faculty group should appropriately include both faculty members and the major administrative officers.

Faculty decisions, specifically those within the academic area, must inescapably fit within certain clear limitations. They should first of all be primarily of a policy nature and, as such, should fit within a framework of major policy already determined by the governing board. Secondly, faculty decisions must come within the framework of previously established budgetary limitations. Finally, as policymaking can so easily merge with actual administration, faculty decisions should be treated as advisory and not final and binding when they in fact touch on administration.

Another type of committee, one that is composed of both faculty members and administrators, is needed on a college campus. These may be standing committees or specially named committees which should properly function in a staff relationship within the line-staff organization. Such committees should probably be named by the administrator, primarily for the purpose of adding a desired competence and strength to the administrative process. These are not faculty committees in the sense that faculty committees report and are responsible to the faculty as a group; more appropriately, in view of their advisory function, they should be called staff committees. A somewhat different nomenclature could help eliminate some of the confusion currently present in the committee structure in the American college.

What is the academic dean's role in academic affairs?—Basically the question is how can the dean function in a line-staff organization hierarchy both as an administrative officer responsible to the president, and, at the same time, as a colleague and teacher in the concept of the community of scholars? What is his relationship with department chairmen and individual faculty members within this dual concept?

The role of the academic dean is complex at best. In many of the relatively small liberal arts colleges, the dual role of the dean is further complicated by the direct involvement of the college president in the immediate administration of many aspects of academic affairs. In the small organization, this situation may well be appropriate; there is, however, the need for the closest understanding and communication between the president and the dean. A unilateral action within the area of academic administration by the president without full prior communication and understanding with the dean is generally a violation of the principles underlying a line organization.

It should not be assumed that a hard and fast line organization is essential for the relatively small liberal arts college. Nevertheless, it is essential that the dean, as well as his fellow officers, the department chairmen, and the faculty members have a clear understanding of the extent of the dean's responsibility and the degree of his authority. Another important point is that whatever delegation of responsibility and authority is made, it should be allocated with a degree of permanence and should be withdrawn on only rare occasions. If withdrawn, there should be full communication between the president and the academic dean.

Despite the demands of the line organization, the dean must also perform another role, that of leader and faculty colleague. Somehow the dean in the liberal arts college must provide an appropriate direction in academic affairs for his colleagues, and, to an extent at least, this must be done outside the line organization. The extent to which the dean is successful in this different role is closely related to the level of personal relations which he can achieve and maintain with the members of the faculty. Difficult though the situation may be, the dean must attain a position of leadership which has a base of mutuality of understanding and reciprocal intellectual appreciation. Such a base becomes especially needed if there is to be any real development and change in curriculum. Admittedly, an inescapable part of the picture is the fact that the dean's leadership role is fortified by his position in the line organization. As a line officer with authority in faculty personnel procedures and budget development, the dean can appreciably influence the whole area of academic affairs.

Within the framework of the line-staff organization, the academic dean in the liberal arts college can function directly with the department chairmen or indirectly with them through the division chairmen, if such a level exists in the established hierarchy. Somehow, in spite of organizational structure, he must also be able to communicate easily with faculty members at various levels of rank, and without impairing the actual operation of the line-staff organization. Paradoxically, if he does not establish informal faculty avenues of communication, the effective operation of the line structure is also impaired. The direct conversations between dean and faculty member can contribute appreciably to the level of competence which the dean must demonstrate in a variety of situations within the entire academic program. At the same time the dean too must recognize that, as a *primus inter pares*, he directly affects the level of performance of the individual faculty members.

As a corollary to the "open door" policy so frequently found in the smaller liberal arts college, it is wise to distinguish between what is an informative personal conversation and what infringes on the decision-making processes. Decisions must be made within the confines of the line structure. The "informal chat" as an avenue of communication with faculty members should be utilized as a source of information and a foundation for future institutional planning.

Departments and divisions are long-established parts of an organizational structure. Their existence in the relatively small college has little meaning except as a reflection of university organization, and perhaps as an indication of future aspirations and growth. Specialization, encouraged by the graduate school, finds its reflection in the organizational structure. Breaking out of this traditional structure and achieving some interdepartmental curricular changes may be more likely to occur in the kind of situation which produces the leader-colleague-type dean. Such a forward look might lead to real coordination in curriculum, the development of interrelated "majors," and elimination of quite a range of course duplication. Perhaps these achievements might occur in a strictly line-type structure; however, the line should not be permitted to stand in the way of a thorough on-going curricular review.

The line-staff organization in the administration of academic affairs has value insofar as it can effectively contribute to the achievement of the purposes of the college. The dean's effectiveness is directly related to the extent that he can use the line structure wisely and the extent to which he knows when and how he can make it serve the larger goals of the institution. As if balanced on a tightrope, he must react to two-way vertical pressures. Somehow he must please both bosses—the president on the one hand, and the faculty on the other. His success is directly measured by an attainment of equilibrium, but indirectly and more importantly, it is reflected in the intellectual climate of the total academic community.

Conclusions

Academic administration, so much a function of personality and situation, appears in a variety of nuances in the nine participating colleges. Each of the colleges through the essay by the academic dean reveals formal line organizational structure for this academic phase of administration; each college then indicates a variety of ways in which the line-staff organization is supplemented by a host of committees and by an array of accommodations to the usually accepted organizational concept. A number of the reports suggest an informality in academic administration which contrasts sharply with a more formal hierarchy. For example, decision-making in faculty personnel administration appears in several instances to be made cooperatively rather than through an organized procedure based on formal recommendation. Nevertheless, there is ample indication in several of the case studies that the really final decisions in faculty personnel administration are actually made by the president of the college, notwithstanding the appearance of a joint procedure.

The nine colleges, in varying degrees, convey the notion of extensive faculty involvement, especially in the area of curriculum policy development and implementation. As a matter of interest, the extent of this involvement appears, however, to be less in the other areas of academic administration and practically nonexistent in the area of academic budget development. Thus, an administrative control over budget development would appear to permit a large degree of administrative control over the totality of academic administration. Some of the reports suggest a level of faculty involvement which may be too demanding on faculty time. There is, however, little evidence of an inordinate extension of a committee structure designed solely to create a semblance of faculty participation. The reports also suggest, as would be expected, a duplication in the extent of individual involvement.

While no generalizations regarding academic administration in the liberal arts college can be advanced in a study which is limited to nine cases, it is possible to identify some paradoxes which appear in several of these case studies. Common to this particular group of colleges are: (1) both marked variations and definite similarities in their approach to academic administration; (2) both enthusiastic endorsement and a somewhat tentative rejection of extensive involvement of faculty in the development of academic policy; (3) both an adherence to the notion of a hierarchical organization and a recognition of the necessity for a feasible accommodation between the concept of a hierarchy and the concept of a community of scholars; (4) both areas of strength and areas which need improvement among the established academic procedures; and (5) both evidences of pride in achievement and disavowals of complacency about their present academic structure. Such contrasts should not be interpreted as a lack of administrative decision and direction but rather as an indication of growth and change important to higher education institutions.

In conclusion, the nine selected liberal arts colleges reflect a social and intellectual conscience—an acceptance of tradition and its values, but at once a recognition, perhaps halting in some instances, of the needs for adaptation to a dynamic society. All of the nine colleges would acknowledge that the liberal arts colleges, in general, are at a kind of crossroads and that the quality of their academic programs will ultimately determine the direction which their colleges will take beyond this point. Academic administration, as it is described in the essays of these nine liberal arts colleges, will hopefully serve as a tool for determining the choice at the crossroads for other higher institutions in their own respective self-appraisals.

Part II

CHAPTER IV

College of New Rochelle

by Mother Mary Russo, O.S.U.
Academic Dean

PRIOR TO 1950, the College of New Rochelle had an honorary president and the burden of administrative duties was assumed by the dean as chief executive officer. In that year, an active president was appointed and the dean became the chief policy adviser to the president, particularly in academic affairs. The dean is now responsible for reporting to the president about the conditions and needs of the college, the development of the faculty, the quality of instruction, and the academic progress of the students; the formulation and presentation of educational policies to the president and the faculty for consideration; the direction of the educational activities of the college; editing the annual college *Bulletin;* and, with the president, representing the college at meetings of educational associations.

The size and simple structure of the college has not, to date, warranted the establishment of either a formal faculty organization or an administrative council, although such a council is now under discussion. However, to promote the full functioning of the college and to utilize all the skills of the faculty, the president does appoint a number of faculty-administration committees each year.

Those persons reporting officially and directly to the dean and through her to the president include: the director of admissions, the registrar, the 18 department chairmen, the chairman of the honors committee, and the chairman of the foreign study committee. In addition, each faculty member may report to the dean individually or through a department chairman. The dean has a formal conference each week with the director of students to coordinate the academic and the nonacademic endeavors of the students, and a conference each week with the president on matters of current concern to the academic administration of the college.

In December, the dean submits to the president a formal, written report on the academic progress of the college. The president makes regular, informal reports to the executive committee of the board of trustees once a month. The annual, formal presidential report to the board of trustees is given at the May meeting.

The dean aids the president in preparing the reports and studies necessary for the periodic evaluations and registrations of programs by the various accrediting agencies. For example, the dean assisted in the preparation of re-registration with the Department of Education of the University of the State of New York of teacher certification programs in academic and special subjects. The college has the approval and recognition of the Middle States Association of Colleges and Secondary Schools and of the Regents of the University of the State of New York. The college also holds membership in the National Catholic Educational Association.

Faculty

Policy.—The president carries the main burden of responsibility for the development of faculty personnel policy. In matters of recruitment, selection, and appointment of faculty personnel, the president is responsible to the board of trustees, and she acts with the assistance of the dean as chief adviser. The policy reflects the dedication of the college to a liberal arts program whose integrating discipline is theology and whose aim is to enable its students to develop into vital members of the Catholic Church and of society. Therefore, the college recruits, selects, and appoints to the faculty persons whose training has given them a thorough foundation in Catholic principles and whose scholarly competence is evidenced by the quality and extent of their study.

Policy pertaining to salary, to promotion in rank, and to appointment to positions of tenure is formulated by the president subject to the approval of the board of trustees. Any modification of policy is initiated by the president who consults the dean before proposing the change to the board of trustees. Decisions to grant tenure are made after careful consideration and review of the faculty member's total service to and participation in the various areas of the college community.

New faculty members are given a 1-year contract renewable annually at the option of the college for a period of 3 years. After 3 years, the college has the option to renew the contract for each of two successive 2-year terms. At the expiration of the second 2-year term—i.e., after 7 years of teaching at the college—the faculty member is considered for full tenure status if all other qualifications have been fulfilled. Notification of renewal or nonrenewal is given in writing by the president not later than March 1 of the first year, not later than January 15 for contracts after the first year.

The college seeks to maintain a just and equitable salary policy; one which is commensurate with the dignity of the teaching profession, and one which affords reasonable security. To this end, the faculty rank, tenure, and salary committee studies the practical consequences of living costs. Over and above the ordinary fringe benefits, salary considerations for lay faculty members include the number of dependents and the need of the individual to continue studies in his field.

The selection and the appointment of department chairmen is the responsibility of the president, guided and advised by the dean. It has been the intention of the college to achieve a balance between the number of men and women chairmen and between the number of lay and religious chairmen.

The president, the dean, and the treasurer form the budget committee, which, with the approval of the executive committee of the board of trustees, determines the funds available for faculty research. The initiative in requesting funds for research may come from a faculty member, a department chairman, the dean, or the president. It is the policy of the president to assist the faculty in taking advantage of the opportunities for study and research requisite for continued development. To encourage a faculty member to accept grants which are less than his yearly salary, the college may subsidize the grant as it did for a faculty member elected a Danforth Fellow for 1960–61. Religious members of the faculty, in addition to the usual professional study and research advantages, are granted 1 year of study and travel in Europe.

The college encourages participation in meetings of learned societies. Department chairmen are directed to keep their colleagues informed of meetings in their respective fields. The college, as advised by the budget committee and the executive committee of the board of trustees, pays transportation and hotel expenses for faculty members sent as official representatives.

Administration.—The college has a single faculty whose membership includes a teaching staff of 82 persons, the librarian, and three assistant librarians. The president, in consultation with the dean, appoints the members of the following faculty committees: the committee on admissions; the curriculum committee; the faculty rank, tenure, and salary committee; the foreign study committee; the coordinating committee of student counseling; the honors committee; the library committee; the publications committee; and the student employment committee. The dean is a member of all these committees except the library committee, the publications committee, and the student employment committee.

In the recruitment, selection, and appointment of faculty personnel, each department chairman reports to the dean the need for additional faculty members. The dean considers these reports in developing and presenting the total faculty requirements to the president. The president initiates the recruitment of lay faculty members through the teacher placement agencies, graduate schools, and the file of unsolicited applications. A satisfactory dossier, successful interviews with the dean and the chairman of the department followed by favorable reports to the president, and the president's personal interview, precede appointment to the faculty. A bilateral contract is signed by the applicant and by the president. The academic basis for the appointment of religious to the faculty are the same as those used in the choice of lay faculty members.

The dean, after separate consultations with the department chairmen, makes specific recommendations to the president concerning the appointment of faculty members to positions of tenure. In each case, the president secures the approval of the executive committee of the board of trustees and informs the faculty member in writing of the decision. A faculty member is proposed by the dean to the president for promotion in rank, provided that the necessary criteria for advancement have been fulfilled. In addition, the faculty member must have shown competence as a teacher, a mastery of subject matter, and power to communicate his knowledge. The faculty rank, tenure, and salary committee, composed of the dean and four lay faculty members appointed by the president with no fixed term, is primarily concerned with the welfare of the faculty lay members. Periodically and at the president's request, the committee studies the salary scale in the light of changing or changed economic factors.

The president appoints department chairmen on the recommendation of the dean and with the approval of the executive committee of the board of trustees. There is no fixed term for such appointments. The present distribution of chairmen among the 18 departments reveals nine lay faculty members, of whom five are men.

Attention is focused on the participation in meetings of learned societies by quarterly publication of *The Faculty Newsletter.* The publication includes accounts of meetings at which the college has been represented. A faculty member participating in a meeting in a significant way, such as presenting a paper or acting as chairman, may apply to the president to be delegated to the meeting. A faculty member who is not an official delegate but who does attend a meeting may apply directly to the president for partial reimbursement of transportation costs. Every faculty member must report annually and in writing the meetings he has attended.

Curriculum

Policy.—In the reevaluation and formation of curriculum policy, there is always a conscious effort to be alert to changes in educational patterns and to new trends in higher education. Special reference is particularly made to the future of the curriculum as a vehicle of the college's objectives. Curriculum policy is further considered in the light of the contemporary situation on the national and international scene, so that the college may fulfill its obligation to meet the educational challenge of the times.

The dean, advised by members of both the faculty and the student body, determines curriculum policy and presents it to the president for approval. The faculty curriculum committee, with the dean as chairman, is composed of the chairmen of the 18 full departments of the college and the librarian. The librarian was added at her own request in 1961 in order to render more intelligent the choice of books consonant with the curriculum needs. The committee shares with the dean the responsibility for the development and implementation of the curriculum and for the achievement of high instructional standards.

The student curriculum committee of the advisory board, a student council chosen by student vote with the approval of the administration, is guided by the dean as faculty adviser. The committee offers student opinion on curriculum policies. However, the dean encourages all students to discuss their thoughts on curriculum independently of any committee if they so wish and directly with her, a chairman of a department, or any faculty member.

Administration.—The faculty curriculum committee meets formally with the dean at least three times a semester. Through the agenda drawn up by the dean, the chairmen are encouraged to reevaluate and to reassess the educational and learning goals, and the ways and means of attaining these goals within the college curriculum as a whole and within the departmental units of the curriculum. The committee also considers matters such as course offerings for the next academic year, comprehensive examinations, effective teaching, preparation of students for graduate school and for teaching, testing programs, grading practices, and honors.

In addition, the dean sometimes proposes long-range projects for the committee's extended study. Such a project, the value and the feasibility of initiating an honors program for superior students, was introduced in the September 1961 meeting. Study of the honors program is now under way. Similarly, a major curriculum change was effected in 1956 through use of the same administrative method. After a period of 5 years' examination and pilot experimentation, a seminar program for upper division students with a comprehensive examination in the field of concentration was made a requirement for the baccalaureate degree.

In the monthly departmental meetings that follow those of the faculty curriculum committee, the chairmen relay for discussion and resolution the various committee items which are pertinent to their respective departments. The minutes of the departmental meetings are submitted to the dean who summarizes the significant deliberations of each department for the information and consideration of the president.

The dean requires an annual, written report from the chairman of each department by mid-December of each year. These reports are largely the result of the November and December departmental meetings devoted to all aspects of the future curriculum. They picture the weaknesses, strengths, and futures of the departments as curricular units; and, therefore, they encompass an evaluation of departmental course offerings in view of revision, modification, innovation, or retention. The dean studies the reports, confers with department chairmen, and then presents a curriculum report to the president. If the curriculum adjustments entail modifications in the budget, the president presents these curriculum changes to the executive committee of the board of trustees.

The dean meets at least once and usually three times a semester with the student curriculum committee. The members of the committee may present any request formulated by students or resulting from their own observation and study. The dean thus obtains the students' viewpoint on changes under consideration.

Instruction

Policy.—The progress and academic welfare of the students is under the general supervision of the dean who seeks the cooperation of student counselors, class advisers, professors, and parents in resolving the problems of individual students. The dean is responsible for making policy pertaining to all examinations, marking, scheduling of classes, teaching loads, orientation of new faculty, class coverage during faculty absence, and textbook selection.

In general, all examination policy is directed toward proving the competence of the average student and the successful challenge of the gifted one. The dean is aided in the formulation of such policy by the heads of departments, particularly concerning matters relevant to the required comprehensive examinations. The administration's desire to recognize outstanding scholastic performance prompts policy on scholastic awards. It is also hoped that those students with high ability but average performance may be impelled in the future toward maximum performance. The committee on honors, which establishes the requirements for graduation with honors, is composed of the dean and four faculty members drawn as much as possible to represent the four general areas of the curriculum. Members are appointed by the president for an indefinite term. The qualitative and quantitative requirements for the degree are of a long-standing academic tradition. They derive from institution-wide study and evaluation by the officers of the college, particularly by the president, the dean, and the chairmen of departments.

The librarian, in consultation with the president and with the advice of the faculty library committee, directs policy on the college library. Committee members are appointed by the president with the advice of the dean for a term of 3 years, one member being replaced each year. The library is acknowledged as an integral part of the educational equipment of the college and an indispensable part of the total environment necessary for the intellectual, cultural, and social development of the students. Its specific goal is not only to provide necessary materials, but also to avail both faculty and students of services which integrate and synthesize the various disciplines of the college program. The library endeavors constantly to provide and to supplement a rich and well-rounded collection in every field of study included in the curriculum. It extends this same endeavor in furnishing more scholarly materials needed by the faculty for class preparation and for personal study. Faculty members are encouraged to suggest the latest publications in their respective fields.

Administration.—Student registration is the responsibility of the dean, who is assisted by the registrar and the chairmen of departments. The dean, the chairmen of departments, and the instructors are available for consultation and advice before and during registration. Although the chairman of a department must approve all courses taken in the field of concentration, the dean must approve each student's entire program. The registrar then completes the registration of approved programs, issuing forms, fee cards, and all other materials concerned with the details of record.

The dean issues general directives before every semester examination period which renew some accepted common bases such as the covering of the work of the entire course, the proper use of objective and subjective elements, the time span, or the scheme of construction. The chairmen consult the professors at departmental meetings on the context and form of examinations peculiar to the individual discipline. Whenever feasible, a common examination is administered for several sections of a course taught by different professors. A comprehensive examination in the field of concentration is given in the spring of the senior year and represents the collaboration of the members of the department and the editing of the department chairman.

The registrar compiles an analysis of the semester grade distribution within the college as a whole as well as within departments of the college. This tabulation treats distribution from semester to semester, from year to year, and from 5-year period to 5-year period. The office of the registrar also publishes a comprehensive distribution of the college semester grades divided according to classes and departments. The dean distributes copies of this report to all members of the faculty for study and analysis. It is made the subject of discussion at departmental and general faculty meetings, where the significance of and the criteria for marking symbols are reviewed.

At the midterm period, the dean requires a progress report on those students whose work is either superior, below capacity, poor, or failing. The superior students receive written commendation from the dean; the deficient students receive notes of warning and are urged to consult the dean and their professors to determine both the causes for substandard performance and the remedial measures necessary.

On the strength of personal conferences and the findings of a testing program administered by the guidance and placement office, the dean recommends a small number of students for remedial work in reading and study skills. The guidance and placement office has two licensed psychologists on its staff to assist with the remedial programs. When a speech defect is detected, the student is recommended to the attention of a speech therapist, a member of the speech-English department.

General honors at commencement are awarded on the basis of the four years' cumulative index: *Cum laude*—a minimum index of 2.80 or 90 percent, a low A – ; *magna cum laude*—a minimum index of 3.00 or 92 percent, a high A – ; and *summa cum laude*—a minimum index of 3.20 or 94 percent, an A. The credentials of honors candidates are verified by the registrar who proposes them to the dean. Departmental honors awarded at commencement recognize excellence in one field and presuppose general ability in others. To be eligible for departmental honors, a student must have a minimum general academic index of 2.30 or 85 percent, a B, and a minimum index of 2.80 or 90 percent, a low A−, in the field of concentration. She must be recommended by the department and earn a minimum grade of A− in the comprehensive examination. She must also fulfill any other requirement set by her department or by the committee on honors.

The dean holds a conference with a new teacher soon after he has been engaged. She discusses his program, the use of syllabi, the choice of text books, the preparation of reading lists, the use of audiovisual materials and standard examinations, and the enforcement of classroom regulations. When the department chairman meets the new teacher, he advises him more specifically concerning instructional problems peculiar to his academic area. The librarian then informs him of the resources, services, and regulations of the library. The dean continues the orientation of the new faculty member by two followup conferences within the first semester, the first after 6 weeks, and the second after 3 months of teaching. The degree of supervision provided during the early period of service depends upon the amount of teaching experience of the new appointee and the rapidity of his adjustment.

New teachers meet formally with experienced members of the faculty at least once a semester in a series of meetings called by the dean. These meetings include those with the directors of the junior reading seminars, with the directors of the senior coordinating seminars, and with all instructors of courses of the same college level. Such meetings are invaluable to new faculty members because they extend in scope and interests beyond departmental lines to college-wide objectives and to the standards and means of achieving and maintaining them. These meetings also lead to better interdepartmental understanding and knowledge and result in more frequent and informal communication among members of the faculty and promote unity and uniformity.

At general faculty meetings presided over by the president at least twice a semester, the dean encourages more effective and inspiring teaching. To this end, she frequently recommends books and articles to the entire assembly. Later, at a faculty curriculum meeting, those books and articles bearing on a particular discipline are discussed more thoroughly and suggestions are made for further analysis in departmental meetings.

In establishing teaching loads, the dean considers not only actual class hours but also the time burden incurred by necessary student conferences, by the direction of seminar programs, and by the chairmanship of a department. She acknowledges also the continuous demands made on every instructor for his own class preparation and purposeful research. The dean consults the department chairmen in regard to the assignment of courses and the teaching load for each faculty member. She assigns 12 hours as the average load, although some programs range from 9 to 15 hours. In the adjustment of teaching loads, the chairmanship of a department is counted as 3 class hours and individual conference with students in a seminar is counted as 1 class hour. The dean, wherever possible, schedules the classes to provide a 4-day week for faculty members and avoids scheduling too many successive classes on any one day for either professors or students. Consideration is accorded to assigning the best hours of the day to the most demanding classes. In required courses a serious effort is always made to keep section enrollment between 25 and 35 members. The new faculty member is ordinarily given no more than two preparations to cover: one course in his special competency, usually offered in the upper division, and one course in the lower division.

Faculty members are advised to schedule their student conferences at times convenient for them and for the student. Seminar directors are obliged to see their participants three times each semester, ordinarily in the faculty offices assigned by the president.

The registrar endeavors to schedule final examinations so as to achieve a balance favorable to the programs of the students and to the paper load of the teachers. She also studies the program of each semester and assigns adequate classrooms and laboratories, while the president allocates faculty office space according to need and convenience. Faculty office hours are determined by the individual faculty members.

All faculty absences, foreseen and unforeseen, are reported directly to the dean. In foreseen absences, the faculty member, with the approval of the dean, arranges for a library project, for the substitution of a fellow faculty member, or for a guest speaker. In unforeseen absences, classes meet without the professor and continue the assignments indicated on the schedules and course outlines usually distributed at the beginning of the semester. The dean, advised by the department chairman, secures the services of a substitute instructor in absences prolonged because of illness or other grave circumstances.

The faculty library committee assists the librarian in making decisions of common concern to students, faculty, and library. In the spring of 1961, it was the committee which suggested and implemented the conversion of the browsing room to a periodical room and the conversion of the periodical room to a reading room when the demands of seminar reading lists indicated the need for more reading space.

The committee interests itself in a special way in building up the collections and maintaining them at a high level.

The library staff prepares bibliographies and annotated book lists on special subjects for independent reading. Its displays call attention to a wide selection of books for the spiritual and cultural enrichment of the students. *Library News and Notes*, a monthly publication of the library staff, lists the recent acquisitions of the library and comments briefly on current articles in scholarly journals. To encourage the formation of good taste in the arts, the library also offers a loan collection of framed reproductions of masterpieces. Finally, in addition to maintaining a large collection of music and poetry recordings, the library staff arranges record concerts at which one of its members comments on the selections played.

Through their various departments, faculty members may make requisition for the purchase of audiovisual equipment; each request must be approved by the budget committee. A language laboratory is also available to all faculty members wishing to use it.

Every member of the faculty is free to choose his text, for he is encouraged fully to explore and explain the area of his professional field that lies within the courses assigned to him. The right text is a valuable tool. The only limitation is that which flows from the general directive to each member of the faculty: that he is not free to teach anything contrary to the religious tenets and philosophy of the college or to the American principles enunciated in the Declaration of Independence and in the Constitution of the United States. He is free to represent hypotheses, theories, and personal opinions only if they are labeled as such. Every teacher consults the department chairman on the choice of text. The chairmen of departments secure the dean's approval for all chosen texts.

Student Services

Policy.—The committee on admissions, composed of the director of admissions, the dean, and the registrar, formulates policy in all matters bearing on the recruitment and admission of students. The college seeks to interest only those students who give evidence of being able to follow the total college program.

The dean is chief academic adviser and may be consulted about individual plans of study or any other academic problem. However, full participation in the educational program at the college demands attendance at all classes, and each student has complete responsibility for any work missed. The registrar has charge of all academic records; the guidance and placement office is responsible for all nonacademic records.

The president establishes the broad lines of all financial aid policy. In order that financial obstacles will not prevent highly qualified students from obtaining a college education, full and partial tuition scholarships are awarded annually by the committee on admissions. College policy governing all loan funds is always dependent upon and in strict conformity with the norms set by the legislation governing each loan agency's own policy. The guidance and placement office directs all off-campus student employment; the director of student financial aid directs all on-campus student employment.

Inasmuch as the college believes that activities outside the classroom represent areas in which students may grow and develop, various cocurricular organizations exist to satisfy interests and needs. The director of students forms policy on such activities; she is immediately responsible to the president. The committee of advisers, of which the dean is a member, meets with the president and the director of students once a month to assist in policy development and to coordinate campus-wide activities.

Administration.—The president supervises the recruitment and admission of students. The committee on admissions, however, evaluates the applications of those interested in the college and chooses from among them the future members of the student body on the basis of intellectual ability and training, good character, and desirable personality traits. The committee carefully reviews the secondary school transcript, the recommendation of the secondary school officer, the scores of the aptitude and achievement tests of the College Entrance Examination Board, and the reports on the character and health of the candidate. The dean evaluates the records of the applicants for advanced standing.

Since personal and individual contacts have proved the most reliable avenue of recruitment, the alumnae chapters and undergraduate clubs located throughout the country aid the college by their individual programs and by their participation in regional high school programs aimed at disseminating knowledge of the college to properly selected audiences. Furthermore, in areas far distant from the college, an alumnae selections chairman interviews each applicant and reports her evaluation to the college. Finally, the office of public relations and publicity aids recruitment and admission by alerting the general public to current activities of the college and by publishing occasional brochures on college life.

The registrar is in charge of all academic records. It is her duty to check the credentials of all students at the close of the academic year to certify advancement to the next level as well as review the records of all candidates for honors. She furnishes transcripts of all student records; she distributes midyear grades directly to the students; and she sends annual grade reports to the parents. All nonacademic records are kept in the guidance and placement office. These records include personality and character ratings, recommendations, references, evidence of cocurricular activities, and health records.

The director of the guidance and placement office serves as the chairman of the coordinating committee of student counseling which each semester reviews the academic and nonacademic records of each college student. This committee includes the director of guidance and placement, the dean, the director of students, the assistant for nonresidents, the four class advisers, and the registrar. If the committee decides that a followup is required on a particular phase of a student's activity, a member of the committee is assigned this responsibility and she reports her findings to the committee. Finally, the committee helps the dean in deciding whether or not a student should be dropped from college.

The dean corresponds with parents to advise them of actual failure, or of the likelihood of imminent failure. In such correspondence, the dean suggests a possible program to follow, and she always tries to alert parents in sufficient time for them to formulate a plan of action.

The dean delegates an important part of academic guidance to the department chairmen, who provide specific academic guidance for the concentrators in their respective fields. Furthermore, in an orientation course called "perspectives," freshmen are helped to adjust to college life and to consider a possible field of concentration. Other group guidance is supplied by the director of the guidance and placement office, who addresses each of the four classes twice a year and who is available for individual vocational consultation. Vocational aptitudes are evidenced by the results of a testing program which includes the Educational Testing Service School and College Ability Test, the Minnesota Speed of Reading Test, and the Kuder Preference Test.

Before registration each semester, every student secures the approval of her program from the chairman of her department of concentration and from the dean. The dean evaluates it in the light of the general program. Whenever a student-initiated program change involves a change in the field of concentration, the consent of the department chairman must be obtained before petitioning the dean for final approval. Student absences are reported to the dean and excused by her. Excessive absence of any student is reported to the dean at midsemesters by the course instructor.

The committee on admissions assists the director of admissions in the evaluation of all applications for scholarships. The committee selects the candidates for scholarships from among the prospective freshmen on the basis of academic achievement and financial need. Provision is also made in the budget for grants-in-aid to deserving students who do not qualify for scholarships. Grants-in-aid such as the New York State Regents Scholarships and the Scholar-Incentive Awards of New York State are administered by the director of student financial aid. To determine the amount of each award, the college relies on the analysis of the Parent's Confidential Statement supplied by the College Scholarship Service. The director of student financial aid is responsible for the student loan funds. The college participates in the National Defense Student Loan Program and in the New York State loan program; furthermore, the alumnae association of the college has established an undergraduate loan fund available to juniors and seniors who otherwise would be unable to complete their college studies.

Employment opportunities on the campus have been expanded to keep pace with the financial needs of the students. Those students desiring campus employment file a request with the director of student financial aid. The work assigned to them includes service in the dining hall, clerical assistance in the various offices, receptionist duties in the dormitories, and service in the library. A limited number of students are placed in full-time summer positions on the campus. The guidance and placement office directs students to both part-time and full-time employment off the campus during the school year and throughout the summer months. Full-time summer positions include playground work, laboratory technician work, and teaching. Examples of part-time work would be tutoring, laboratory technician work, and receptionist work.

The director of students is the administrative official responsible for social counseling, student housing, discipline, health services, and cocurricular activities. She is also the faculty adviser of the student activities council, a coordinating committee composed of the presidents of all the campus cocurricular organizations. All decisions concerning permissions and sanctions are referred to her office.

The language and departmental clubs, the dramatic society, the glee club, a literary magazine, a campus newspaper, and a year book all attest the scope of activities open to the students. Cocurricular organizations of a religious nature such as sodality, choir, and mission club serve to develop a spirtual sense terminating in more positive commitment. The student's growth in social responsibility is furthered by sharing in the promotion of the common good through the functioning of several student-elected groups: the advisory board, the assembly board, and the social board. Membership in the National Federation of Catholic College Students and in the United States National Students' Association is also conducive to broadening a sense of social responsibility and to providing further opportunities for fostering initiative and leadership.

Budget

Policy.—It is the responsibility of the president to determine budgetary policy and to assure its consistency with the educational goals of the college. After consulting the dean about the instructional needs of the departments, the president presents her plans in broad outline to the executive committee of the board of trustees. Frequent consultation with the treasurer enables the president to keep her plans within the bounds of available revenue. Priority in the allocation of funds is always given to the faculty salary scale. All expenditures for instructional salaries are decided by the president in accord with a fixed scale.

The work of drafting the total budget is the joint effort of the president and the executive committee of the board of trustees. One object of constant concern is the area of plant expansion and improvement. When the construction of buildings has been determined, the policy has been to build for serviceability and durability without sacrificing the architectural unity of the campus.

Administration of Budget Preparation.—In April the materials for the drafting of the budget are supplied to the treasurer by the following, who form a type of *ad hoc* committee: the president; the dean; the departmental chairmen; the librarian; the directors of the offices of admissions, alumnae relations, guidance and placement, and public relations and publicity; the director of students; the director of maintenance. The treasurer summarizes all the lists of projected expenditures and submits them to the president for review and revision. The president, in conference with the treasurer, approves the amounts to be allocated to each office and department in this tentative budget.

Administration of Budget Control.—Budgetary control is a necessary adjunct to budgetary planning and is one of the responsibilities of the treasurer. She relies, however, on the departmental chairmen to exercise the first line of control for their respective departments.

The treasurer and the chairmen of departments sign all purchase orders.

Any reallocation of funds must be requested of the president who obtains the approval of the executive committee of the board of trustees. To aid her in this, the treasurer makes a periodic review of income and expenditures with reference to the budget. The treasurer also reports any significant developments to the president.

Analysis

Elements of Strength.—From the beginning, the general policy of the College of New Rochelle has been to maintain a strong Catholic liberal arts college for young women. There has been little or no deviation from this initial objective, and the college has continued to offer a sound preparation for intelligent and creative living. In 1956 the Evaluating Committee of the Commission on Institutions of Higher Education of the Middle Atlantic States Association of Colleges and Secondary Schools commented: "The Committee believes that the College of New Rochelle has a good liberal arts program planned and directed toward achieving its objective. The Committee agrees with the statement of the New York State Education Department Committee quoted in the report (made by the college to the Committee on Institutions of Higher Education) that the members were favorably 'impressed by the sound educational program, by the physical facilities, and by the accomplishments of the administration and faculty.'"

Essentially the elements of strength rest on the tradition of the Ursuline Order whose work for four centuries has been solely the training and education of girls. The controlling authority in policy development and administration lies in the president of the college and four other Ursuline nuns who together form the executive committee of the board of trustees. Although the personnel of that committee changes from time to time, the successors are always members of the Order of Saint Ursula, so that the unity of purpose and continuity of ideals are constant in the development and administration of policy.

The family spirit, characteristic of the Ursuline Order in its educational enterprises, permeates the college and animates the students, the members of the faculty, both religious and lay, and the officers of the administration. In an atmosphere of collaboration, loyalty, and mutual confidence, a devoted and carefully selected well-trained faculty enjoys the freedom to teach and to maintain high standards of accomplishment. The student body is carefully screened by the committee on admissions so that high and consistent standards of accomplishment are possible. The students enjoy the freedom to learn and to form excellent relationships with the faculty. The faculty-student ratio is 1 to 12.

Outstanding departments within the college are: art, biology, English, French, German, history, psychology, and sociology. The library and its staff are exceptionally fine and cooperative in the varied services given to the faculty and students.

Elements Needing Particular Consideration.—Specific elements which need particular consideration and are currently receiving attention include: the improvement of the classics department, the science and mathematics departments, the Spanish department, and the achievement of a greater geographical distribution of students. While the administrative organization is good and coordination is improving, the need for assistants to the officers of administration is recognized. Finally, for better articulation among units of the college, consideration is being given to creating an administrative council to advise the president, publishing a faculty handbook, reporting to the faculty any pertinent decisions made by the executive committee of the board of trustees, and redefining the purpose and work of the faculty curriculum committee.

Recent Changes Reported

In April 1963, a Director of Institutional Research was appointed by the president to inaugurate a self-study in which the college community will be involved for the next 3 years. Several changes will be effective in the 1963–64 academic year. An administrative council, consisting of the dean, the director of institutional research, and four faculty members—two religious and two lay—will assist and advise the president of the college. A director of placement will function separately from the director of counseling services. Finally, beginning in September, a new structure for student organization will supplant the Student Advisory Board. This reorganization includes a triad College Council consisting of representatives from the administration, the faculty, and the students to ensure more satisfactory and efficient student-faculty-administration relations and communications.

CHAPTER V

Dillard University

by Edward E. Riley, Jr.
Dean of Instruction

DILLARD UNIVERSITY represents a merger of two institutions, New Orleans University and Straight University, both founded in 1869. The position of the academic dean was established at both New Orleans University and Straight University in 1921 and was continued at Dillard University when the new institution opened in 1935. The university does not have a formalized administrative council at present. Plans have been initiated to establish a council to be composed of the dean of instruction, the business manager, the dean of students, and the dean of the chapel. The administrative council will serve in an advisory capacity to the president on administrative matters. The registrar, the librarian, the director of admissions, and the division chairmen report directly to the dean of instruction, although a copy of the annual report of each is sent to the president.

The university has five divisions—education, humanities, natural sciences, nursing, and social sciences. Since its opening, Dillard has operated on a divisional basis to prevent fragmentation of administrative detail and procedure, of instructional facility, and of curricular areas. Thus, the only departments in the university are the departments of music and physical education; the coordinators of these departments are immediately responsible to their respective division chairmen—music to humanities, physical education to education. The primary reason for the establishment of these two departments was their heavy involvement in such extra-class activities as intercollegiate and intramural athletics, choir concerts and tours, and noncredit music instruction.

Dillard University does not operate a traditional summer school but offers only a few courses for enrichment purposes for its own students. In addition, the regular nursing program continues during the summer. Other types of programs carried on during the summer are of a specialized nature such as the summer institutes for high school teachers of science, workshops in music for teachers of music, and institutes in music for students. In each specialized summer program, a faculty member serves as director and is responsible to the dean of instruction. The university does not operate any extension or evening programs of instruction.

The university is formally represented at educational meetings by the president, the dean of instruction, or other persons approved by the president or the dean. The responsibility for liaison between accrediting agencies and the university and between related churches and the university rests with the president.

The university catalog is published annually and is under the supervision of and edited by the dean of instruction in cooperation with selected faculty or administrative colleagues. Catalog material is prepared by division chairmen and the registrar.

Faculty

Policy.—In the development of policy with regard to faculty personnel, emphasis is always placed upon obtaining the best faculty possible in relation to the institution's resources, objectives, and needs for future development. Policy in this sense becomes an ideal which is continuously pursued but achieved only to the extent that certain practical considerations will allow.

Responsibility for the development of faculty personnel policy rests with the president, the dean of instruction, the chairmen of the divisions, and the board of trustees. Frequently committees from the faculty, the board of trustees, or both are appointed to formulate policy in specific areas.

The president assumes the major responsibility for recommending policy for faculty consideration through the collaboration of the dean of instruction and division chairmen. At the discretion of the president, policy formulated in this manner may be reviewed by the board of trustees. Policies governing the recruitment, selection, and appointment of faculty personnel, salary increases for individual faculty members, and expenditures for faculty professional travel are formulated by the dean, president, division chairmen, and trustees.

Policies for appointment to positions of tenure and promotion of faculty members in rank were developed by a joint committee of faculty and trustees, submitted to the whole faculty, and approved by the board of trustees. The policies are subject to periodic review. Faculty members who served on this committee, including the dean of instruction, were appointed by the president to work with individuals from the committee on education of the board of trustees. As its major policy recommendation, the committee submitted that "Full-time faculty appointments and promotions [would be made] by the board of trustees upon recommendation of the president of the university after consultation with the dean of instruction and the appropriate division chairman." This policy statement actually formalized a long-standing practice in the university.

Dillard University has established a salary range for each rank, and all promotions and salary increases are within these stated ranges. Promotion in faculty rank usually means an increase in salary, the amount to be determined by the president, the dean, and the division chairman. Among the factors taken into consideration by the administrative officers regarding the promotion and/or salary increase of a faculty member are professional development, relationships with students and colleagues, personal attributes, personality traits, and contributions to the university community.

In the interest of assisting as many members of the faculty as possible to attend regional and national meetings of professional organizations in their respective fields, the policy is to provide some financial aid for travel. However, it is requested that a full report on the attended conference be submitted to the university upon return to the campus.

In the selection of division chairmen, the dean of instruction and the president evaluate candidates with regard to their abilities to carry out the functions indicated for these positions in the faculty handbook. Division chairmen, subject to annual appointment, may be selected from members of the university faculty or from qualified persons outside the university community.

Policies governing the expenditures of funds for faculty research are formulated by the university research committee, a faculty committee representative of the various divisions and with the dean of instruction and the president as *ex officio* members.

Administration.—The dean of instruction and the president jointly carry the basic responsibility for the recruitment of faculty, and division chairmen work closely with them in locating likely candidates for faculty positions. The dean corresponds with graduate schools or other sources and forwards application forms to possible candidates. In addition, the dean follows up letters of inquiry received by the president and the division chairmen from persons seeking positions at Dillard.

Consideration of a faculty member for promotion in rank may be initiated by the faculty member himself, his division chairman, the dean, or the president. Such cases are evaluated first by the division chairman who makes his recommendation to the dean on the basis of policies governing promotion in rank. If he concurs, the dean recommends to the president that the faculty member be promoted. Following approval by the president, the faculty member is notified officially of promotion by letter from the president stating his new rank, salary, and term of appointment. In no instance is a faculty member promoted in rank without the joint agreement of the division chairman, the dean of instruction, and the president.

As it is a function of the university research committee to recommend approval of research proposals, including budgetary allocations for such proposals, the president and the dean review the committee's recommendations. Final approval for expenditure of funds for faculty research is granted by the president.

Voting membership in the faculty includes those persons holding the rank of professor, associate professor, assistant professor, and instructor, and the principal administrative officers in the university. The latter, except the president, hold appointments of rank in their respective instructional fields.

The president or, in his absence, the dean of instruction, presides at all meetings of the faculty. Agenda for faculty meetings are formulated by the president and the dean of instruction, and special meetings of the faculty may be called by the president when it is deemed necessary. Faculty decisions, publicly announced only by the president or another designated officer, involve such items as curriculum changes, graduation candidates, faculty representatives to committees and to professional organizations, selection of special *ad hoc* committees, and official faculty positions on contemporary issues. No member of the faculty serves on the board of trustees, nor does the faculty as a body participate in the preparation of the university budget.

Curriculum

Policy.—Basic to the development of policy relating to the curriculum are the objectives of the institution as a liberal arts college—to provide an academic, aesthetic, religious, social, and civic education. These objectives of Dillard University were formulated by the committee on curriculum and instruction and approved by the faculty and trustees. Each formal offering in the curriculum has been conceived and defended in the light of its accomplishing, at least to some degree, the purpose of one or more of the objectives. The offerings in each field of concentration are included in the curriculum by recommendation of the committee on curriculum and instruction.

The committee on curriculum and instruction is composed of the dean of instruction as chairman, the registrar as secretary, and the five division chairmen. The purpose and the responsibilities of the committee are: to study the curriculum and suggestions from the faculty about the curriculum, to make recommendations concerning the curriculum to administrative officers and the faculty, and to serve as the principal advisory committee to the president and dean of instruction in matters of instruction.

Under ordinary circumstances, the deletion or addition of courses is a relatively simple matter as long as the change represents curricular improvement, does not harm another major program, and does not usurp the objectives and goals of the given disciplinary unit in light of the effectiveness of the unit in the total university program. The addition or deletion of programs in the curriculum takes on wider significance, however, than the addition or deletion of a few courses. Of fundamental importance in program considerations are the objectives of the university as a liberal arts institution and the geographic region which it serves. Other factors having bearing on the nature of the curriculum are the occupational or professional objectives of the students, the requirements of graduate and professional schools, specific regulations of the university, and standards of accrediting agencies and certification agencies. The addition of programs to the curriculum is based upon student need as it enters into the framework of the philosophy of the institution and the curriculum of other areas in the university.

Administration.—Individual faculty members may present ideas and suggestions for changes in the curriculum at their divisional meetings. Following this, the division chairman presents the proposed changes to the committee on curriculum and instruction. Recommended changes are discussed, studied, and evaluated before being presented to the faculty for approval. Following approval by the faculty, recommended major changes are approved by the trustees upon recommendation of the president. Minor adjustments in curriculum, such as the addition of a single "elective" course, may be made by the committee on curriculum and instruction without being submitted for faculty approval.

Certain specialized types of programs may be added to the curriculum for experimental purposes or for temporary periods. Experimental programs would include those whose primary purpose is for testing educational hypotheses or evaluation of a specific area in the curriculum such as special honors seminars of an interdisciplinary nature. Temporary programs include those whose primary purpose is to meet the needs in a field where there are critical shortages. A good example of the short-term program would be the program in special education to train teachers for the physically handicapped, mentally retarded, speech defective, and hard of hearing. Usually such programs, when proven to be of sufficient merit, become permanent in the curriculum even though outside financial support has been terminated.

The deletion of programs from the curriculum would be the converse of the administrative procedure utilized for addition of programs. When the study of an existing program reflects a decreased student need or a departure from the framework of university objectives, the committee on curriculum and instruction recommends deletion of the program to the faculty and trustees. It has not been necessary, however, to delete a program at Dillard in recent years.

Whenever the question is raised regarding deletion of a particular course in the curriculum, such question usually arises within the division which is responsible for the course. At the divisional level, the proposed deletion is discussed and later recommended to the committee on curriculum and instruction by the division chairman. Following the committee's action on the proposed deletion, a recommendation may be submitted to the faculty for approval.

One of the primary responsibilities of the dean of instruction is to give leadership to all educational and instructional programs in the university. In the exercise of this duty, the dean gives constant scrutiny to the curriculum individually and in conjunction with the committee on curriculum and instruction. Usually before a proposal is made for the deletion or addition of a course, the dean of instruction is consulted for an objective discussion of the proposed change in terms of the items indicated in the preceding section on policy.

In addition to the general merit of each proposed addition or deletion of a course, the dean is concerned primarily with the achievement of balance in the curriculum. In such circumstances, the dean attempts to be informative relative to the effect of the proposed change on students and on the total university program without interposing personal preferences. Nevertheless, the dean does exercise judgment and moral suasion in the repression of undue course proliferation and in the assurance of a standard minimal body of courses in each disciplinary unit of a major program in the curriculum.

Instruction

Policy.—The committee on curriculum and instruction and the faculty are involved in the development of policy relating to course and comprehensive examinations, marking, degree requirements, scholastic awards, honors program, academic probation, audiovisual materials, textbook selection, and course outlines. At the discretion of the president, the trustees may be involved in some aspects of policy development.

The responsibility for policy development in the areas listed below rests with the administrative officers of the university. The person with the final authority is listed last: (1) Student registration—business manager, registrar, and dean; (2) initial and continuing orientation of new faculty members—division chairmen, president, and dean; (3) teaching loads—dean, president, and trustees; (4) scheduling of classes, classrooms, laboratories, and final examinations—registrar and dean; (5) scheduling of faculty office space—dean, division chairmen, and president; (6) "covering" classes during faculty absence—president and dean; and (7) university library—library committee and president.

Administration.—In the determination of final grades, teachers evaluate student performance in each course in terms of tests, examinations, discussions, term papers, and essays. The university uses a standard 3-point marking system; teachers usually use a suggested percentage scale in determining letter grades. A student may graduate *cum laude*, *magna cum laude*, or *summa cum laude*. Each semester the university honor roll is posted listing all students possessing a cumulative average of 2.00 or above. In addition, each student on the honor roll receives a printed citation signed by the dean of instruction in recognition of his academic achievement.

The university grants the degrees of bachelor of arts and bachelor of science in nursing; general course requirements are the same for both degrees. In each major field there are specified requirements with a minimum of approximately 30 semester hours required. A cumulative average of 1.00 (C) is required for graduation. Students who fail to meet the set standards are requested to withdraw from the university, although in extenuating circumstances they may be placed on academic probation at the discretion of the dean of instruction. Freshmen and sophomore students are placed on academic probation by the dean whenever they incur failures in more than one course during any semester, juniors and seniors whenever they receive one grade of F or two grades of D in any semester. A freshman required to withdraw from Dillard may be readmitted after a lapse of two semesters at the discretion of the dean of instruction and the committee on admissions. Readmission is denied students dropped for accumulated failures.

Among the factors considered in the establishment of teaching loads are the standards established by regional accrediting agencies, faculty-student ratio, and generally effective operational procedures. The teaching load at Dillard University is 15 hours for faculty members, 10–12 hours for division chairmen, and 6 hours for administrators who teach. Appropriate adjustments in faculty teaching loads are made on the basis of a teacher's involvements in committee assignments, special projects, research and writing, or other unusual circumstances. Recommendations for reduction in teaching load based on research and writing come from the faculty research committee. All other decisions regarding adjustments are made by the dean and president in consultation with division chairmen.

Faculty members are asked to plan no conference attendance or concert engagements involving absence from New Orleans during university official occasions, official divisional functions, and the days preceding and following a holiday. The faculty member planning absence from classes must secure authorization and provide for having his classes "covered."

Except in freshman courses, each teacher in the university usually prepares his own examinations. Frequently teachers will make use of certain "standardized" examinations which have been prepared by professional organizations. In freshman courses where there are several sections, one teacher is given the responsibility of coordinating the course. This teacher-in-charge works out the content, methods of approach, and allocation of time to be devoted to units of the course. Since the teacher-in-charge seeks uniformity throughout various sections, he exercises leadership in the preparation of a common examination. The dean of instruction selects the teachers-in-charge of freshman courses in consultation with the division chairmen.

The dean of instruction and librarian serve as members of the library committee. The general functions of this committee are: to interpret library policies to the faculty; to interpret faculty opinion to the librarian; to consult with the librarian concerning library policies; and to promote the fullest use of library facilities. If a faculty member desires a specialized periodical to which the library does not subscribe, there is a special fund provided for this purpose. A request for special materials is submitted to the dean for approval and then transmitted to the librarian.

All audiovisual materials and equipment are centralized in the audiovisual center in the library. The center is under the direction of a faculty member, and he coordinates the program and dispenses all audiovisual materials to faculty members for their instructional needs. Requests for purchases of additional audiovisual materials are made through the library, as are materials procured through rental or loan.

The dean of instruction, the registrar, and the business manager establish procedures for the registration of students involving time and place of registration, manner in which fees are to be collected, and use of faculty advisers. The actual process of registration is carried out by the registrar's office, the business office, and selected members of the faculty who facilitate the process. If a student wishes to carry extra credit hours, he must receive the permission of the dean of instruction.

The university honors program, which is under the immediate supervision of the dean of instruction, is designed to provide opportunities for superior students to develop themselves in depth in their area of concentration as well as to develop breadth in an interdisciplinary area. Independent study is an important feature in this program emphasizing competence in inquiry, initiative, scholarly freedom, and individual responsibility. Each student works with a teacher in his honors study, and a schedule is worked out according to individual need. Each senior student takes an oral and written examination covering the work undertaken in this program of independent study. Students interested in engaging in independent study through the honors program consult with the chairman of their division.

Orientation of new faculty members begins with the annual preschool conference at the beginning of each academic year. In these conferences issues of contemporary relevance in higher education are discussed in addition to such items as the professional characteristics and development of college teachers, organization of the institution, and the academic program. Each new faculty member is invited to individual conferences with the president and dean of instruction during the first week of the academic year. Further orientation is carried out at the divisional level in meetings with the appropriate division chairman. Faculty meetings, followup conferences with administrative officers, particularly with the dean of instruction, and faculty seminars, at which issues of significant import are discussed, all provide continuing orientation for the new faculty member.

The scheduling of classes, final examinations, classrooms, and laboratories is done by the registrar and dean of instruction, often after consulting the division chairmen. Several basic factors taken into consideration in assigning classes to classrooms include number of students in the class, type of instructional equipment needed in the classroom, and equity and balance in apportionment of hours during the day for classes and examinations in all curricular programs. As for assigning laboratories, usually the specific purpose of a laboratory has been prescribed by its design and by the equipment installed.

In assigning faculty office space, the president, in consultation with the dean of instruction and division chairmen, makes every attempt to give each teacher office space that is convenient in terms of (1) availability to his students for consultation, (2) proximity of divisional colleagues, and (3) involvement in any research or writing for which office space is of critical importance. Although Dillard University states no rigid policy on office hours, from time to time the dean of instruction requests that faculty members post office hours. Once the teacher has designated his office hours, he is expected to be available at those times for conference with students or colleagues.

The selection of textbooks is the responsibility of the individual teacher, in consultation with the appropriate division chairman. Teachers-in-charge of freshman courses are responsible for selecting texts for these courses through conference with the other faculty members teaching sections of the course. Course outlines, which include the objectives and goals of a course, the units to be covered and their sequence, the textbook to be used, and any other resource materials, are required for all courses in the curriculum. They are prepared by teachers responsible for conducting the courses and are submitted to the division chairmen. Copies are also filed in the office of the dean of instruction.

Student Services

Policy.—In the development of policy relating to student services, the committee on admissions and financial aid is involved in recruitment and admissions, entrance examinations, scholarships, assistantships, grants-in-aid, and student loan funds. Members of the committee are the dean of instruction, the director of admissions, the business manager, the dean of students, the registrar, and two faculty members appointed by the president. The university seeks to admit those applicants who are best qualified to profit from the opportunities it offers. All applicants for admission to the freshman class are required to submit scores made on the Scholastic Aptitude Test of the College Entrance Examination Board, the Cooperative Intercollegiate Examination, or comparable tests.

The dean and the committee on curriculum and instruction develop and the faculty approves all academic counseling policies and policies concerning student class attendance. At Dillard, policy concerning academic records, approval of program changes, and the transmittal of grades to the students is developed by the dean and the registrar. Student nonacademic records are the realm of the dean of students, the dean of the chapel, and the personnel committee. The dean of students, the personnel committee, the business manager, and the committee on work opportunities are responsible for developing policy relating to the full-time and part-time job placement of students. Standards and regulations governing student organizations and activities are formulated by the personnel committee with the assistance of the dean and are stated in the *Student Handbook*.

University scholarships are awarded on the basis of scholastic ability, need for assistance, good citizenship, and ability to contribute to campus life. To establish both his need for assistance and his eligibility, the student must apply each year for scholarship renewal. Although many of the scholarship funds are provided by the university, related church boards, and other organizations, industry, and private citizens, the largest amount of funds for loan purposes is provided through the National Defense Student Loan Program.

Administration.—As chairman of the admissions and financial aid committee, the dean of instruction makes recommendations to the committee on recruitment and selection procedures. The director of admissions, in consultation with the committee, then evaluates prospective students with reference to academic performances in high school, entrance test results, recommendations of high school principals or counselors, character, health, and general achievement of the applicant. Other duties of the director of admissions include: responsibility for student selection and admission; awarding scholarships and loans to students; correspondence about the university and its admissions requirements; periodic reports and an annual report; and cooperation with high school principals, guidance counselors, and selected alumni in the identification of able prospective students.

The registrar sends transcripts of students' records to the appropriate division chairman's office at the end of each semester for advisory purposes. Moreover, academic records of students are released only to administrative officers for evaluative or counseling purposes within the framework of their respective duties. Nonacademic records, kept by the dean of students, dean of instruction, and the registrar, include general information about the students such as family background, vital statistics, vocational goals, campus organization activities, religious preferences, and special interests and skills.

The primary responsibility for guidance and counseling rests with the dean of instruction, dean of students, and dean of the chapel. Students have the opportunity, therefore, to obtain general and professional services in matters relating to academic progress, personal conduct, financial problems, work opportunities, health, moral values, study habits, and general life planning.

Early in the school year, all students are assigned a faculty adviser by the appropriate division chairman for personal or academic problems. The adviser helps in the choice of courses, the interpretation of course requirements, and the selection of a well-rounded program. With the exception of freshmen advisers, the faculty adviser is a member of the division in which the student is concentrating. After a student's schedule has been approved by his adviser, any change must be approved by the dean; and, after the late registration period has passed, program changes are approved only in the most unusual circumstances. Freshman advisers are appointed annually by the president upon recommendation of the dean of instruction. Faculty advisers in each division are designated by division chairmen.

Grades are transmitted to students and parents at the end of each semester by the registrar's office. At the midpoint of each semester, the registrar sends any notice of unsatisfactory grades to the adviser, students, and to the parents. The dean, however, carries on most of the correspondence with parents relative to the academic progress of students such as letters of warning to students and parents in relation to low academic performance, academic probation, and academic suspension or dismissal.

Class membership, social privileges, and eligibility for participation in other groups are determined by the student's classification. Students are classified according to the recorded number of semester hours completed for credit. Transfer students whose academic records must be evaluated for transfer credits and classification are notified of their classification by the registrar. In cases of question regarding evaluation, the dean is consulted and a final decision is made jointly by the dean and the registrar.

Student absences from class may be excused by the dean of instruction for reasons of illness, a family emergency, or participation in university activities. A student with an excuse from the dean of instruction must present his excuse to his instructors within one week after returning to classes.

Scholarship applications are filed in the office of the director of admissions. Part-time job placement of students for on-campus work is the responsibility of the committee on work opportunities. This committee is composed of the business manager, the dean of students, and the director of admissions. Its purpose is to assign students to part-time jobs on campus as an aid in meeting their expenses. In the absence of a placement office in the university, aid in placing graduates in full-time jobs is given by the dean of instruction, the dean of students, and the division chairmen.

Extracurricular activities are under the general supervision of the dean of students. The supervision of cocurricular activities—that is, activities and organizations directly related to instruction—is the responsibility of the dean of students with the assistance of the division chairmen and the dean of instruction. Participation in any officially recognized student group is subject to university regulations, and all requests for the organization of new clubs and activities must be submitted to the personnel committee. The dean of students is available to give advice and counsel to student organizations whenever needed.

All sponsors of student organizations are nominated from the faculty or staff of the university, subject to the approval of the personnel committee. The adviser must approve and be present at all meetings and social affairs of their organizations. All requests for meetings, socials, or programs, and for the related use of university facilities must be approved by the dean of students. Furthermore, each student organization must file in the office of the dean of students two copies of the roster of all members, with officers designated by October 15 of each year.

Budget

Policy.—Policy relating to budget preparation and control is formulated by the committee on finance of the board of trustees on recommendations of the president. These recommendations are based on the income of the university and its operational needs as determined by the president in consultation with the dean of instruction and the business manager.

Administration of Budget Preparation.—In the preparation of the budget for instructional salaries and materials, the dean and the business manager cooperate with the president. In preparing the budget for academic offices, the president solicits the cooperation of the dean of instruction and other persons directly involved. The business manager recommends the budget for student help in the academic offices to the president based upon needs of such aid in these offices as approved by the dean. The budget for office materials such as paper, stencils, and typewriters is also prepared by the business manager.

The president prepares the total budget within the framework of total income of the university and with the aid of recommendations from the dean of instruction and the business manager. Especially in budgeting for capital construction, the president has sole responsibility for budget preparation since the university does not have an officer specifically in charge of development.

Administration of Budget Control.—Requisitions for instructional materials are initiated by individual faculty members, submitted to the division chairman, transmitted to the dean of instruction, and finally approved by the business manager. A purchase order is then drawn up for acquisition of the instructional materials requested. At any point in the channel of procedure, the dean and business manager may check instructional materials requested in terms of budgetary feasibility.

There is rarely any need for transfer of funds budgeted for academic administration. In instances where it is necessary, the president authorizes such transfer on recommendation of the dean of instruction and the business manager.

Analysis

Because of its history as the successor of two institutions founded almost a century ago, Dillard University is the child of deliberate, unique, and able planning. From the outset, the goals of the institution and the administrative format for pursuing them were crystallized; thus, the university has not been burdened with "teaching an old dog new tricks." In the early years, the two primary administrative officers were the president and the dean. Necessary planning and deliberation have characterized the growth and expansion of the university. A climate for wholesome development of policy is the result of careful selection of the first board of trustees, the first faculty, and the first group of administrators. The early administrative tradition of democratic procedure, academic freedom, faculty integrity, and quality of education has been sustained.

Perhaps one of the strongest points in the provisions for policy development in the university is its organizational structure. The faculty has a voice, through established procedures, in making its wishes known. The fundamental philosophy underlying policy development at Dillard is that it aspires to be democratic and not autocratic, egalitarian and not authoritarian. Administrative facility is enhanced by the organizational structure of the institution. The five division chairmen, as well as the administrative officers, have their duties, functions, and responsibilities clearly defined.

The Dillard climate is characterized by the intellectual freedom enjoyed by its faculty. There is no evidence of administrative limitation on intellectual freedom other than recognition that the public may confuse the ideas of an individual faculty member with official policy of the university.

The Dillard faculty organization has an identifiable structure which provides representation for all academic interests within the institution. The described Dillard faculty organization is such that the academic objectives of the institution can be pursued with a minimum of lost motion. It is possible for the individual faculty member to initiate discussion on an academic problem in his division and follow it through the division, the curriculum and instruction committee, and the general faculty. All faculty action is subject to trustee approval.

The well-defined responsibilities and duties of committees add strength to administration of the curriculum, instruction, and cocurricular activities. Clear delineation of duties, responsibilities, and functions of administrative officers, committees, and general faculty provides an atmosphere conducive to continual study and evaluation of the institution.

Elements needing particular consideration center on the future development and expansion of the university. Consideration should be given to the study and evaluation of present policies touching on limitations in enrollment, limitations on curricular programs, the need and functions of an administrative council, and the national perspective of the university.

In addition, the university should strengthen its program of faculty recruitment, its faculty salary schedule, and its somewhat limited provisions for faculty research. A continuing problem is the need for improving the academic counseling program.

CHAPTER VI

Juniata College

by Morley Mays
Dean of the College[1]

UNDER THE PRESIDENT, who is the principal administrative officer of the college, the administrative functions fall into three general categories: academic, business, and public relations. Each of these three areas is headed by an administrative officer—the dean of the college, the treasurer, and the assistant to the president—responsible directly to the president. Collectively, they form the administrative committee, which serves as a clearing agency for policy decisions and procedures among the principal administrative offices of the college.

The office of academic dean, carrying the title of dean of the college, was established in September 1948. The academic administration embraces the various phases of instruction, the student personnel services, and the activities of agencies supporting the instructional program such as the library and the registrar's office. Accordingly, the following administrative officers report directly to the academic dean: dean of men, dean of women, registrar, and librarian. The summer term operates under the same administrative staff as that which conducts the program during the winter months.

The academic dean presents a written report addressed to the president and the board of trustees at an annual meeting in May. The report is developed around a single theme of special significance in the current year, rather than consisting of a detailed summary of factual information.

The president regularly represents the college at the meetings of the American Council on Education, the Association of American Colleges, and the Middle States Association of Colleges and Secondary Schools. The academic dean attends the meetings of the American Conference of Academic Deans. The treasurer is a member of the National Association of Educational Buyers and the Eastern Association of College and University Business Officers. The assistant to the president is active in the American Alumni Council.

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[1] Designated May 1963, as Vice President for Academic Affairs.

The regional accrediting agency of which Juniata College is a member is the Middle States Association of Colleges and Secondary Schools. Once every 10 years the college undergoes an institutional evaluation which consists of (1) a self-evaluation prepared by special committees of the faculty under the chairmanship of the academic dean, and (2) an evaluation conducted by a committee of visiting educators.

Although Juniata College is a private institution with ultimate authority resting in a self-perpetuating board of trustees, it has a historical association with the Church of the Brethren. Three districts of this denomination in Pennsylvania support the college through voluntary giving and the nomination of one trustee each who serves for a period of 3 years. Reports are made to the districts by the director of church relations and the district trustees.

Faculty

Policy.—The faculty of Juniata College consists of all persons holding the academic rank of instructor or above. The president, the dean of the college, the assistant to the president, the treasurer, the registrar, the librarian, the assistant librarians, and the student personnel deans are *ex-officio* members of the faculty. Faculty personnel policy is developed by the president and the academic dean with the advice of the faculty academic policy committee and with the approval of the board of trustees. The policy reflects the basic commitment of the college to remain in the liberal arts tradition and to be identifiable further as religiously oriented, limited in size, and devoted to scholarly standards.

Accordingly, the college recruits, selects, and appoints to its faculty, persons whose scholarship is attested by the quality and amount of graduate study completed. They are persons from whom the college can anticipate a sympathetic understanding of its religious emphasis and program and whose undergraduate education preferably has been in a small liberal arts college similar to Juniata. It is the settled policy of Juniata College to select those who are not only competent as teachers but who have also demonstrated an interest in and appreciation for the type of educational institution which Juniata College represents. Within a recruitment policy thus defined, the college can confidently leave to the judgment of each of its instructors matters of propriety in instruction. Juniata College accepts the statement on academic freedom adopted jointly in 1941 by the American Association of University Professors and the Association of American Colleges.

Provision for the evaluation and change of faculty personnel policy is less a matter for explicit assignment than it is a mood of those who are most directly responsible for administering it, the president and the academic dean. In their almost daily exchanges of observations regarding faculty personnel, they find occasions which suggest modification of policy. Moreover, the president and the academic dean look to the academic policy committee as the deliberative body with which they may share their observations and to which they may submit for approval their proposals for change.

Administration.—The process of recruitment begins when the dean of the college takes the initiative in notifying the appropriate sources of supply in the graduate schools and the teacher placement agencies. In addition, he checks his own cumulative files of unsolicited inquiries. The screening of the candidates obtained from these sources is the responsibility of the academic dean acting jointly with the department chairman involved. Those chosen for interview are brought to the campus to meet with an *ad hoc* committee consisting of the president, the academic dean, the department chairman, and such other members of the faculty as would be suitable in relation to the candidate's age, academic background, and professional interests. A variety of departments is represented in the interest of transmitting the prevailing college attitude of institutional unity.

In each case, the academic dean assembles the judgments of the interviewing committee and makes a formal recommendation to the president. If the candidate is acceptable to the committee and to the president, a letter of appointment is issued. The president's letter and the favorable reply of the candidate constitute the contractual agreement.

Reappointment, promotion in rank, and consideration for tenure are determined on the basis of individual merit. Excellence of teaching is the primary criterion, but scholarly achievement, cooperation with the general college program, constructive participation in the solution of college problems, and interest in the individual students are also important. When the terms of a reappointment are under consideration, the president confers with the academic policy committee; when an indefinite appointment is under consideration, as in the case of professor and associate professor appointments, the president also confers jointly with the appointee, a member of the instruction committee of the board of trustees, and the dean of the college. Promotional procedures begin in a joint conference of the president and the academic policy committee composed of the divisional chairmen, with the academic dean as chairman. The committee, after meeting with the president, formally presents its recommendations to him.

Final authorization for promotion is granted by the board of trustees, and announcement of all promotions is made at commencement.

Following the trustees' determination of the budget allotment for faculty salary increases, the president and academic dean take the faculty roster name by name and assign an appropriate salary increment. For this task, the president and academic dean first determine the modal increment for each level, and then adjustments are made as individual circumstances and administrative judgment may dictate.

The division chairmen hold office by virtue of their election to the academic policy committee. One committee member and hence one division chairman is elected by the entire faculty each year for a 3-year term from one of the three divisions—humanities, social studies, and natural sciences. A committee member may be reelected once. An additional three members of the academic policy committee are appointed by the president after consultation with the academic dean. Department chairmen hold their office for an indefinite term. They are appointed and subject to recall by the president after consultation with the academic dean. Before taking office, a new department chairman meets with the president, the academic dean, and a member of the instruction committee of the board of trustees for an administrative consultation.

The president approves all research projects. Only very small amounts are granted from college funds, while other projects are financed by outside agencies, notably the National Science Foundation. The college pays travel expenses for faculty attendance at professional and scholarly meetings. For the presentation of a paper or other significant participation, full expenses are paid. A faculty member desiring to attend any such meeting makes written application to the academic dean for permission to be absent and also for the appropriate financial assistance. Since it is desirable to have as many faculty members as possible attend one such meeting each year, the dean may limit a faculty member to one or two underwritten trips a year. Upon the member's return from a meeting, the dean submits to the treasurer's office a voucher for reimbursement.

On the first Monday of each month during the academic year, the faculty regularly convenes for a business meeting presided over by the president. The agenda consists of reports from standing and special committees, announcements by the president and other members of the faculty, and proposals coming from individual members. Approvals of curricular and extracurricular programs, general procedures, and candidates for graduation constitute the typical actions taken by the faculty.

The standing committees of the faculty are composed of elected members, ex-officio members, and members appointed by the president. Elected members are chosen at the regular May meeting of the faculty. The 1-year term of office begins with the opening of the next academic year. The standing committees are as follows: academic policy committee, academic standing committee, financial aid committee, student activities council (including social program committee, student publications committee, religious activities committee, and student citizenship committee), public programs committee, student health and safety committee, physical education and athletics committee, library committee, and nominating committee.

Curriculum

Policy.—Policy in relation to the curriculum rests largely with the academic policy committee, of which the academic dean is the designated chairman. When confronted with problems of curriculum, it operates in recognition of four primary principles: (1) the commitment of the college to the liberal arts ideal, (2) program economy, (3) an approximate balance among the several academic departments, and (4) the maintenance of a meaningful unity and balance within each department. When a curricular change either by course or program is anticipated in which a budget addition is involved, approval of the administrative committee, which includes the president and the treasurer as well as the academic dean, is required. In a program change, the administrative committee represents the board of trustees, which is notified through its instruction committee.

More than any other body in the college organization, the academic policy committee is charged with the responsibility of alertness to any need for modification, change, or revision of the curriculum. In general this responsibility is intended to mean that the committee should be aware of any possible jeopardy to the effectiveness of the existing program, and that it also should be acquainted with current developments throughout the world of education. Within this broad framework the academic dean works with the committee in calling attention to present or impending situations. From time to time, he brings to the committee and to the faculty at large relevant information on curriculum. Moreover, questions arising out of faculty concern or developing in the course of operations are customarily referred by the president to this committee for report back to the faculty at a later date.

Administration.—The impetus for the addition or deletion of courses comes from the department to the academic policy committee in the form of a written statement setting forth the reasons for the requested change. Copies of the statement are distributed to the members of the committee in advance of a meeting at which the chairman of the department is present in order to elaborate upon the statement and answer questions. In receiving such a statement for consideration and action, the committee insists that it represent the concerted judgment of the department concerned. The committee does not receive requests directly from individual members of the faculty acting on their own behalf.

Following the conference with the department chairman, the committee makes its decision and notifies the department of the action through the office of the academic dean. At the next regular meeting of the faculty, the academic dean, as chairman of the committee, reports all additions and deletions since the last meeting. The faculty has the right to reverse an action of the committee, but in practice this function is left in the hands of the committee. At the end of each academic year, the academic dean presents a complete written report of the actions of the committee during the year in adding and deleting courses.

The addition or deletion of programs, although a relatively infrequent action, begins normally with an observation by the academic dean that a particular program should be added or deleted. Following a discussion with the members of the faculty most closely related to the proposed change, the dean presents the matter to the academic policy committee for a determination of the desirable course of action in the light of the college's particular institutional obligations. Finally, the academic policy committee passes the matter to the administrative committee and the instruction committee of the board of trustees for budgeting and public relations considerations. With final approval at hand, the academic dean proceeds to implement the curriculum action. In building the details of a new program, he works closely with the academic policy committee, the new personnel, if available, and members of the faculty in closely related areas. If relations with other institutions are involved, as in cooperative programs, the dean institutes the appropriate communications.

Instruction

Policy.—Policy for the instructional operation of the college is ultimately the responsibility of the academic dean. In formulating policy he works closely with the academic policy committee and several other administrative officers, notably the registrar and the librarian. Since a number of these areas of functioning related to instruction imply certain skills and a professional orientation, policy often is developed within the areas upon consultation with the academic dean.

Administration.—Each term's course offerings are determined by the academic dean in consultation with the department chairmen. The academic dean normally accepts the proposals of the departments; however, he retains jurisdiction in cases where members of the faculty offer courses simultaneously in more than one department or where provision needs to be made for required nondepartmental courses. Upon completion of the roster of offerings, the academic dean refers the program to the registrar for time and place scheduling. The registrar, however, also relies heavily on the class scheduling proposals made by the departments, retaining the right to make adjustments as circumstances and program requirements may dictate.

Copies of the completed program rosters are distributed by the registrar well in advance of the dates of registration so that students may confer with their faculty advisers. At the conference, the student and his faculty adviser agree upon the student's selection of courses, keeping in mind general college requirements as well as requirements within the field of concentration. On the day of registration the student takes his copy of his approved program to the registration headquarters, where, under the direction of the registrar, he fills out all the forms necessary for the records of the instructor, the registrar, the treasurer, and the student personnel deans.

In the summer prior to their arrival on campus, all matriculating students come to the college in groups of approximately 40 for testing and counseling. These sessions are conducted by the dean of men and dean of women who also take this opportunity to confer with the parents. The test scores obtained in these summer sessions, together with other information accumulated in the process of admitting the students, are then made available to faculty advisers, who meet with the students and parents on the day the students arrive to start the college year. At this meeting, the program for the first term is arranged. The registration process from that point on is the same as for other students.

The course examination is of 3 hours' length and is administered in a period of 10 days to 2 weeks at the end of each semester. Final examinations are calculated as between one-third to one-half of the final grade. The final examination schedule is prepared by the registrar. A proctoring schedule, in which members of the faculty and students share the responsibility of supervising the examination periods, is also prepared by the registrar. Students are expected to take their examinations at the announced times unless other arrangements are made with the academic dean.

The comprehensive examination is designed to test the student's understanding of general principles and to help him develop maturity of thought and aptness of judgment. It serves as an incentive to the student to bring together into an integrated and intelligible whole the knowledge acquired in the several courses of his principal field of study. The comprehensive examination is not regarded as a magnified course examination. Attention is directed primarily to the student's exercise of critical judgment, his evaluation of knowledge, his manner of approach to problems, his command of interrelationships across departmental and divisional lines, and his use of perspective, rather than to the mere recall of factual data, no matter how prodigious and amazing his memory may prove to be. In a word, the examination is designed to prompt the student to inquire into the significance of what he has learned.

The comprehensive examination is divided into a written part and an oral part. The department chairmen are responsible for preparing and conducting all examinations in their respective departments. Nevertheless, the other members of a department are expected to assist in the preparation of the written part of the examination under the direction of the chairman.

The oral phase of the examination is conducted by a committee of three consisting of the chairman of the department who is the chairman of the examining committee; a member of the faculty chosen by the candidate; and an administrative representative appointed by the academic dean. While other members of the candidate's department are urged to participate in the examination, the vote of the committee of three determines whether the candidate shall be failed, passed, or passed with distinction. The performance of the candidate on the written phase of the examination is made available to all members of the examining committee prior to the oral part. That record, together with the performance on the oral, is used as the basis of the committee's judgment of the candidate. The two members of the examining committee other than the chairman, if they are not members of the candidate's department, may be invited to assist in the preparation of the written examination. The administrative representative is normally appointed from a division outside the student's major division. It is his responsibility to give breadth and scope to the examination and to assist the academic standing committee in a review of the examination in the event of failure.

Letters without plus or minus—A, B, C, D, and F—are used for final grades. For the midterm reports to students, letter grades are also used, and plus or minus may be added. Members of the faculty are expected to advise students at the beginning of each course concerning the relative value of class work, occasional quizzes and tests, laboratory work, papers, and final examinations. A faculty ruling requires the reporting of final grades within 4 days of the date of the examination in any course. Midterm grades are to be submitted no later than 3 days after the close of the midterm period. Forms for grades are sent to the instructors by the registrar's office. Final grades, once submitted, may not be changed except with the concurrence of the academic dean under unusual circumstances.

Juniata College believes that a college should concentrate its resources at its own level, and thus has consistently avoided remedial programs with a few notable exceptions. Matriculating students whose writing skills seem to be deficient are either required or invited to attend the summer term preceding their first full year and to enroll in the English composition laboratory. The course is without credit and is intended to overcome the student's limitations to the point where he may profitably proceed in the fall to the regular freshman writing program. The director of admissions, after consultation with the academic dean, determines who shall be invited or required to attend this course. Students who have not achieved a satisfactory level of performance after 2 years of college practice in writing are also given an opportunity to enroll in the laboratory as a final means of improving their skills. Students who, although they have had 2 years of a foreign language in the secondary school, demonstrate on a placement examination at the beginning of the year that they have inadequate preparation for the second college year of the same language are required to take the first college year course and repeat it, without credit, in the first semester. The placement examinations are administered by the language departments.

A candidate is recommended for graduation by vote of the faculty. The registrar first makes a final check of the satisfactory completion of requirements, and reports his findings name by name to the academic standing committee, which then reports the names to the faculty. Two degrees are conferred, the bachelor of arts and the bachelor of science. The policy of the college is to maintain a pattern of universal requirements, irrespective of the student's field of specialization.

There are four kinds of scholastic awards at Juniata College: (1) honors at graduation, (2) appointment to the dean's list of distinguished students, (3) election to the honor society, and (4) the award of the Charles C. Ellis Scholarships. The only one of these awards which is made automatically, appointment to the dean's list of distinguished students, is based on a required grade-point ratio. The other three forms of recognition for academic excellence follow deliberation by appropriate bodies. Honors at graduation are of three ranks: *summa cum laude*, *magna cum laude*, and *cum laude*. Selections from the graduating class for these honors are made by a special committee consisting of all department chairmen, the registrar, and the student personnel deans. The academic dean prepares the materials for consideration by the committee and presides over its deliberations. Election to the honor society is by vote of the continuing student members, two faculty members appointed by the president, and the president and the academic dean. The criteria for election are scholarly achievement, moral integrity, and broad cultural interests. The Charles C. Ellis Scholarships are awarded each spring to four juniors without respect to financial need. The recipients are chosen by the academic dean in consultation with the president and the treasurer after a review of the records of the highest ranking students in the class.

Seniors who have demonstrated their ability to do superior work in any department may enroll for an honors course in that department. An honors course, directed by frequent conferences with a member of the faculty, provides for a type of independent study or research beyond the scope of listed courses. Admission to an honors course is granted by the academic policy committee upon application of the student, recommendation of the faculty member who will direct the study, and approval of the department chairman. No student may take more than one honors course nor receive more than three or four hours of honors credit in any one term. Application in writing for an honors course is addressed by the student to the academic policy committee through its chairman. At the conclusion of the course, the supervisor, along with two other members of the faculty, conducts an oral examination over the content of the course. Supervision of the honors course is carried by the professor in addition to his regularly assigned teaching load.

At the end of each term, the academic standing committee convenes to act on cases of doubtful academic progress, although most action is taken at the end of the spring term. In instances where progress is exceptionally poor, the committee may act to drop a student for academic deficiency. In other cases, the committee may warn a student, require that he take a year's leave of absence, or give him a probationary extention of time. Ordinarily, freshmen are permitted to complete a full year without being subjected to action, while the end of the second year is regarded as of critical importance in determining a student's eligibility to continue further.

The measures of academic discipline at Juniata College are varied. The policy has been, insofar as feasible, to tailor the action to meet the needs and best interests of the individual student. Preconceived categories of action into which students might be placed have offered less promise of educational effectiveness than *ad hoc* decisions reached after careful scrutiny of the record and sympathetic consideration of the student. There are two principal categories of academic discipline. The first, known as "automatic probation," is imposed when the student fails to obtain in any term an established quality-point ratio. The second category of probation, known as "assigned probation," is a discretionary measure applied by the academic standing committee for such reasons as failure to complete one or more of the stated requirements by the end of the sophomore year, a serious deficiency in quality points, an excessive number of failures, or any combination of these factors in any degree. After two successive terms on "assigned" probationary status, a student must either show cause as to why he should be permitted to register for another term or be dismissed by action of the committee.

The orientation of new faculty members at Juniata College begins immediately after completion of the contractual arrangements. It continues through the first year of the appointment, culminating in an evaluation of the member's professional achievement. Throughout the first year the new member is encouraged to feel free to approach the academic dean and the chairman of his department for counseling on problems which may be peculiar to him.

At the faculty conference preceding the opening of the fall term, new members meet for their first session with the academic dean. At this session the dean reviews the various academic procedures described in the *Faculty Manual* and discusses some of the unique features of the Juniata educational program. The college treasurer deals with the routine procedures of his office as they affect the business relationships between the faculty and the college, while the director of public relations presents the outreach program of the college in its various phases. A series of sessions, normally three or four, follows during the year. The earlier meetings are devoted to a study of selected portions of significant books dealing with the professional problems of higher education. Readings are assigned and reports made at subsequent meetings; usually each new faculty member has one assignment on which he reports. The later meetings consider particular problems which may arise in the experience of the first year.

Toward the end of the first year, there is an evaluation of each new faculty member which begins with a self-evaluation, presented by each member in the form of an essay. A guide is provided so that this statement may center on those phases of the professional task which are considered to be of major importance. The paper is read by the academic dean and a senior member of the faculty who then hold an hour's conference with the new member centering largely on the content of the self-evaluation.

Student rating forms for the voluntary use of the faculty are provided by the academic dean in the interest of professional self-improvement and not as an administrative check. The results are the personal property of the faculty member using the sheets. New members of the faculty, especially those without previous college teaching experience, are urged to use them at the end of their first year. Those using them may, if they wish, discuss the results with the academic dean. It is considered advisable that an instructor use the forms near the end of the term and that they be administered by someone other than himself. The sheets are returned anonymously and are not studied until after the final grades for the term have been submitted to the registrar's office.

Although teaching loads are ultimately determined by the president, the academic dean has the authority to make adjustments in individual cases. The average load is 12 credit-hours or its equivalent. The exact teaching load for each member of the faculty in any given term is decided by the academic dean and the departments as the course schedules are presented by the departments.

The scheduling of classrooms and laboratories for academic purposes is the exclusive responsibility of the registrar. When classrooms are needed for nonacademic use, such as group meetings, the dean of women provides clearance since she is the director of the college social program. Faculty office space and faculty office hours are assigned by the academic dean. Each member of the faculty is asked to arrange 4 hours a week for student interviews. Following this determination, the academic dean's office issues a complete record of faculty office locations and hours at the beginning of each semester.

When a member of the faculty is absent because of unexpected illness, he is expected to notify the academic dean who will in turn see that the class is met, notified of the situation, and if possible given a further assignment. When the absence is anticipated, the faculty member makes a written request to the academic dean.

In the administrative organization of Juniata College, the librarian is directly responsible to the academic dean, and through him to the president. The librarian has, in the library committee, an advisory and consultative body. This committee consists of the librarian, three members elected by the faculty, one to represent each of the three program divisions, and two members appointed by the president. It acts in an advisory capacity to the librarian on such matters as the use of library materials and hours of service, the purchase of expensive, rare, or specialized materials, and improvements in the building and equipment. The committee also considers and recommends policies which will keep library service at the point of maximum efficiency.

In 1938, Juniata College abandoned the formal English composition course so common in the curriculums of American colleges and universities, substituting a writing program guided by a series of conferences. Written papers are scheduled among the courses of the first year. These papers are assigned, read, and graded within the framework of the individual courses. It is believed that this approach supplies the student with material and motivation for writing otherwise difficult to obtain.

When a student's papers are returned, he takes them to an assigned faculty adviser for counsel and instruction. He meets with his adviser at biweekly half-hour conferences; and together they go over the papers, identifying the errors and working out ways for improvement. When a student reaches the point where he is consistently correct and reasonably fluent, he is certified by his adviser to the registrar's office as having met the requirement of competence in English. Believing that the proper and effective use of the English language is the responsibility not of one department but of every department, the academic dean recruits the corps of English advisers from the faculty at large; faculty members from many departments have shared in this distinctive type of instruction.

The responsibility for evaluating the numerous procedures relating to instruction rests largely with the administrative officer who is in immediate control of the procedures. This is particularly true in such areas as student registration, orientation of new faculty members, scheduling, and provisions for classes during faculty absences. Criticisms of existing procedures are commonly shared among the administrative officers, as a result of which further counseling is usually sought from members of the faculty. In other cases, evaluation results from faculty comment and inquiry addressed either to the faculty as a whole or to some administrative officer in particular. The procedures which relate most directly to professional responsibility fall into this category. In these instances, the evaluation becomes a matter of general faculty concern with the academic policy committee usually taking the lead on assignment from the president.

Student Services

Policy.—Policy decisions in the area of student services rest largely with the academic standing committee consisting of the academic dean, the student personnel deans, the registrar, the assistant to the president, and three members elected by the faculty. This committee is charged with the responsibility of reviewing records, counseling on academic performance, and determining eligibility for graduation. Problems of policy in admissions and recruitment are handled by the admissions committee composed of the director of admissions, the academic dean, the registrar, and the assistant to the president. However, admissions standards are determined by the faculty on the recommendation of the academic policy committee. Financial aid policy is set by the financial aid committee consisting of the treasurer, the academic dean, the student personnel deans, the assistant to the president, and two members elected by the faculty.

Administration.—Since 1947, the principal recruitment technique of Juniata College has been the administration of the psychological tests of the American Council on Education to high school students. The test is offered as a complimentary service to the high schools so that they may compare the quality of their college-bound students with college-bound students in other high schools. At the end of the testing year, each high school principal is given a complete and detailed report. The results of the testing enable the Juniata director of admissions to identify the most able prospects for college in each high school. All who score above a selected standard receive a letter of congratulation indicating that they will receive special consideration if they apply for admission to Juniata College.

The director of admissions proceeds by direct contact with prospective students identified through the testing service and through independent application. On the basis of set admissions standards, he determines who shall be admitted when a student's eligibility is clearly ascertainable; he brings the marginal cases to the entire admissions committee for action. At the end of each month, he issues a statistical report and a list of admitted applicants.

Complete academic records for each student are compiled and maintained by the registrar. There is a file containing the high school transcript, transfer courses if any, a cumulative master record form, and copies of correspondence relative to the student's academic progress. The registrar issues both midsemester and end-of-semester grades, although the midsemester report is not recorded and serves only as information for the student. The end-of-semester report is placed on a cumulative master record which is permanent and official.

Acting according to fixed standards, the registrar also determines the class year and class standing of each student.

The student personnel deans compile and maintain records in their respective offices for each student. Nonacademic records include correspondence, memorandums of personal interviews, records of disciplinary action, and other relevant information. At the time of graduation, each student's file is transferred to the alumni office for the continued addition of personal information.

Responsibility for academic counseling is carried chiefly by the student personnel deans who give praise, prodding, or any help needed. Correspondence with parents about the academic progress of students is carried on by the student personnel deans with the exception of notification from the academic standing committee regarding academic deficiency.

The faculty member is expected to be familiar with the attendance behavior of his students at all times and to maintain whatever records are necessary to achieve this end. When a student has been absent for an approved reason and approaches the faculty member for assistance in making up the missed work, the faculty member is expected to assist insofar as possible; if the absence was unapproved, assistance is given the student at the discretion of the faculty member. Should the faculty member so request, the student can be asked to bring certification of the reason for the absence from the appropriate student personnel dean.

The financial aid program is administered by the faculty committee on financial aid of which the treasurer is the designated chairman and administrative director. The academic dean is a member of this committee. There are four forms of financial aid at Juniata College: scholarships, grants-in-aid, loans, and student employment. Scholarships are distinguished from grants-in-aid in that they require a gradepoint average of 2.75. Awards of financial aid are made in all but a few cases on applications submitted to the committee through the treasurer; with few exceptions, all awards are based on need with due recognition of the student's academic promise or achievement. Applications for aid must be supported by the Parents' Confidential Statement of the College Scholarship Service. The initial award or continuance of aid in any form is conditioned upon a satisfactory academic and citizenship record. On-campus job placement may occur in either of two ways: a student may be chosen as a laboratory assistant or a reader, for example, on recommendation of a department and with the approval of the academic dean; or a student may be employed for part-time work in an office, a maintenance crew, or in the dining halls by appointment of the financial aid committee. Off-campus employment, either part-time or full-time, is channeled through the dean of men who acts also as the college placement officer.

The student senate is the coordinating agency for all student activities, the membership representing every positive area of college life. It acts as a directing, advisory, legislative, and regulatory, but not disciplinary, body. To provide a focus for varied interests among students, clubs and social groups are officially recognized and sponsored in the following areas: music, dramatics, academic achievement, athletic achievement, extracurricular participation, religion, communications, and departmental interests.

Evaluation in the area of student services is a continuing responsibility of the committees and administrative officers concerned with it. In addition, an "ogre" committee of students appointed by the student senate each year exists for the purposes of uncovering weaknesses and suggesting solutions in many aspects of student life.

Budget

Policy.—Policy for budget preparation and control is in the hands of the board of trustees and, in particular, of its finance committee. The trustees decide how the budget shall be prepared and by whom, what changes of procedure may need to be made from year to year, and what should be the methods of control.

Administration of Budget Policy.—The budget of the college is tentatively adopted by the board of trustees in May. Budget requests from individual members of the faculty and staff are processed through department chairmen or office heads. In March of each year, the treasurer sends each department chairman and office head a statement of the current year's expenditures and a form for the budgetary request for the coming year. The budget request form provides for both operating expenses and capital funds. The academic department chairmen present their requests to the academic dean. The office heads in public relations present their requests to the assistant to the president, while the office heads in business administration submit theirs directly to the treasurer. The treasurer then prepares the budget from the three groups of requests and presents it to the president and the board of trustees for approval. Final adoption of the budget by the board occurs in October. In addition, the treasurer issues current financial statements to the departments and offices throughout the college year.

Salaries for members of the faculty, including the professional librarians, are determined jointly by the president and the academic dean following an appropriation for that purpose by the finance committee of the board of trustees. Individual salary adjustments are not reported back to the trustees. The salary of the president is determined by the board of trustees, and those of the three other principal administrative officers—the academic dean, the treasurer, and the assistant to the president—are fixed by the executive committee of the board.

Administration of Budget Control.—The treasurer is responsible for administering the total budget. He oversees the physical operations of the college and has supervisory authority over capital construction. When purchase orders are for academic materials, approval is given by the academic dean. Transfers of funds budgeted for academic administration are approved by the administrative committee.

Analysis

Perhaps the principal element of strength in policy development lies in the stability of the administrative committee. Here, in frequent meetings, the top-level administrative personnel bring together the concerns and problems of all areas of college functioning. The committee not only disposes of specific problems brought to its attention but also evaluates all of the many procedures and policies under which the college operates. A second major element of strength in the direction of policy development arises from the college's membership in the Middle States Association of Colleges and Secondary Schools. Once every 10 years the college is required to review its purposes, resources, and performance. Finally, the major faculty committees—academic policy, academic standing, and financial aid—are constantly referring to policy and assessing its adequacy as they give consideration to the routine matters which come before them.

This constant assessment of policy may, however, be construed as a weak link in the college structure. At the present time, the academic policy committee includes both the development and implementation of policy among its responsibilities. The functions of this committee should be revised to give it authority to deal with policy and relieve it of the necessity of dealing with implementation. With such revised functions, it could constantly review the progress of the college toward its stated objectives, plan for the future program and facility needs of the college, and develop policy with respect to curriculum, requirements for admission and graduation, and conditions of faculty employment. It could also develop standards of instructional excellence and periodically review the work of each member of the faculty.

An element of strength in the implementation of policy must be recognized in the administrative committee. In an organizational arrangement which provides for a clear delineation of responsibilities and at the same time reduces the number of administrative lines to a minimum, the college has, in its administrative committee, an efficient instrument. Presided over by the president, the committee also includes the academic dean, the treasurer, and the assistant to the president. There is effective communication among the members, and the decisions made represent judgment based on all areas of the college's operations.

Administratively speaking, however, Juniata College is in a transition period. The addition of new units has added a complexity to the organization requiring reexamination of the traditional roles of the older offices as well as the new offices. Generally speaking, what is called for is a decentralization and delegation of authority to allow for adequate implementation of policy at the lower levels of the organization and a centralization of the policy machinery of the college at the higher levels to ensure a cohesive, orderly approach to the present and future aims and objectives of the college.

At present the admissions office is located in the public relations segment of the organization. This is possibly a reflection of the nature of the admissions function in past times. Present trends in admissions indicate a growing emphasis upon the academic achievement and potential of the prospective student and point up the necessity for the close cooperation of the admissions office and the academic segment of the organization.

At Juniata College, student personnel services might be defined to include the areas of counseling, housing, discipline, food service, student health and safety, student activities, intercollegiate athletics, placement, the student union, and special services. The responsibility for directing and carrying out these many services is now scattered throughout the entire organization. There is no centralized group of policymakers for these functions, and there is little or no coordination in the implementation of such policy as does exist. The need exists for two decisive moves: (1) a centralization of policymaking in this area of student services by a body which has been granted sufficient authority over these matters, and (2) the development of an effective organization for carrying out these policies.

Recent Changes Reported

In May 1963, the Board of Trustees authorized the designation of vice president for each of the three administrative officers immediately associated with the president: a vice president for academic affairs, a vice president for financial affairs, and a vice president for development. These correspond respectively to the offices of the dean of the college, the treasurer, and the assistant to the president. The admissions office has been transferred from the administrative area of public relations to the academic administration of the vice president for academic affairs.

The academic policy committee comprises in its membership the divisional chairmen, who are now appointed by the president, and one member of the faculty elected from each of the three divisions, with the vice president for academic affairs serving as chairman. Department chairmen, as well as divisional chairmen, are appointed by the president for a 3-year term, in recognition of their responsibility to the college administration.

Probation for academic deficiency is now determined on a single basis. Students with semester and/or cumulative averages below the following standards are automatically placed on probation: 1.50 for freshmen, 1.65 for sophomores, 1.80 for juniors and seniors. Juniata grades on a 4.0 scale with 2.0 equaling a "C" average and 1.0 equaling a "D" average.

CHAPTER VII

Knox College

by Hermann R. Muelder
Dean of the College

THE KNOX COLLEGE faculty and administration still retain many of the characteristics of a primary community. The total number of persons involved in the college is still less than 80 and, until recently, had averaged about 65 for a number of years. While the structure of the administration and the organization of the faculty are clearly and formally outlined, it must be noted that academic administration procedures still retain many of the characteristics of a small community. Therefore, a great deal of academic control is effected by direct participation rather than by representation or delegation; by face-to-face contact rather than by formal communication and through personal influence rather than by official authority.

Regulations regarding educational policy can be altered only by a 60 percent majority of the faculty present at any meeting. Other changes regarding student affairs and faculty bylaws can be changed by a simple majority. All faculty members are eligible to vote, although in practice new members of the faculty traditionally do not participate very actively in faculty deliberations.

The academic program of the college, together with the activities related to student service, comprises an archipelago of its own. Naturally, there does have to be a great deal of communication with the business departments of the college; it is taken care of by the dean of students, the academic dean, and the business manager. In order to effect mutual deliberation on overall college problems, the president holds frequent, often weekly, "staff" meetings of the academic dean, the dean of students, the business manager, the director of development, and the director of public relations. Depending on the agenda, other members of the college staff, such as the director of admissions or the director of alumni relations, may be invited to these meetings. Matters that might be regarded as "purely" academic in character are not brought to this staff meeting, but many items of business affecting the academic operation, such as building programs or tuition and fees, are discussed.

It must be emphasized that a great deal of the activity of the academic dean consists of direct informal as well as formal relationships with the faculty and members of the administrative staff. In addition to dealing with faculty members as chairmen of departments, as chairmen or members of committees, and as persons charged with quasi-administrative chores, the dean also deals with them as individual instructors. A very large part of his working day is devoted to individual conferences or conversations with the 75 human beings who are members of the Knox faculty. Formally or informally, for certain purposes, the college registrar, college examiner, faculty adviser to foreign students, faculty adviser regarding graduate programs, librarian, dean of students, and dean of women may come to him with the expectation that his advice or expression of opinion may contribute to the resolution of some problem. It is not adequate merely to indicate, as in preceding paragraphs, those who formally or nominally "report" to him. The academic dean himself, while feeling accountable to a great many people, formally reports only to the president. The greater part of the important communication which must be maintained along this line is taken care of orally and directly—the president's office is immediately adjacent to that of the academic dean.

The academic dean provides written information to the president on a great many subjects, the content of which has very often been prepared in substance by someone else on the faculty or administrative staff. The official reports on the part of the academic dean to the president are limited in number and not extensive, dealing primarily with formal recommendations regarding appointments to the faculty, salaries, tenure, and termination of contract. Summaries regarding developments in the faculty personnel are prepared by the academic dean for transmission by the president to the board of trustees. Most written "reports" are prepared by the academic dean at the request of the president regarding particular developments in the college educational program.

Meetings of major national institutions of higher education, such as the Association of American Colleges, the North Central Association, and the Association for Higher Education, are attended either by the president or by the academic dean and, in some cases, by both. When necessary, representation of the college is delegated to a faculty member by the president, usually on the recommendation of the academic dean. There is no particular pattern regarding representation of the college at the numerous *ad hoc* educational conferences that occur from time to time. Formal relations with accrediting groups are in the hands of either the president or the academic dean.

Faculty

Present faculty personnel policies have developed under the influence not merely of administrative officers and the board of trustees, but also of the executive committee of the faculty, of the department chairmen, and of certain senior members of the faculty whose wisdom has been highly regarded by both the administration and the faculty. At the present time, modifications in personnel policy as well as its implementation are primarily effected through four agencies: the president of the college, the dean of the college, a personnel committee elected by the faculty, and the executive committee of the faculty. Appointments, promotions, retirements, tenure, teaching loads, leaves of absence, travel funds, and research and publication funds are carefully described in a faculty handbook. As stated in this handbook, decisions made by the president about faculty personnel are based on recommendations of the dean of the college and the advice of the committee on faculty personnel. In preparing their evaluation of a faculty member's services, the dean of the college and the faculty personnel committee consult with the chairmen of departments and consider the individual's quality of teaching, professional education, production of scholarly work, competence as a student counselor, duties as a member of committees, and contributions to civic and other community organizations. The committee consists of four members of the rank of associate professor or professor: one from the humanities, one from the social studies, one from the natural sciences, and one elected at large from a department not already represented on the committee. A member cannot succeed himself on the committee; the term of membership is 4 years, and one member retires each year. The chairman of the personnel committee makes an annual report to the faculty.

The faculty personnel committee provides an important advisory service to the president, although the committee's recommendations are not binding upon him. It is true that this committee makes recommendations to the president independent of those made by the dean of the college; but, in practice, there is a great deal of direct communication between the dean of the college and the committee. For example, the chairman of the committee consults the dean regarding means by which the committee may better inform itself about the circumstances affecting individual faculty members. The dean of the college, furthermore, has felt free to inform the personnel committee of facts in his possession for use in committee deliberations. The role of the faculty personnel committee is important on matters of promotion, salary increase, tenure, and termination of appointment, and the committee has been limited to these areas. Within its province, the personnel committee works hard and conscientiously; and in the main, there has been very little disagreement between the judgments of the committee and the final administrative decisions made by the president in conference with the academic dean.

The faculty personnel committee is not involved in the recruitment, selection, and appointment of faculty personnel. Moreover, the executive committee of the faculty, of which the college dean is *ex officio* chairman, may affect the recruitment of new faculty insofar as changes of curriculum and instructional procedure require the addition or possibly the reduction of personnel in certain teaching areas; it does not participate as a committee in the actual operations of recruitment and selection. These activities have been in the hands of the academic dean in close consultation with the president and in close cooperation with the department chairmen. The role and influence of the department chairmen have varied considerably, depending on the initiative, industry, and competence with which individual chairmen approach the problem of recruitment.

Formal communication with potential candidates is consistently and carefully centered in the office of the academic dean who is responsible for being adequately informed about the qualifications of each candidate. The dean participates extensively in all interviews and makes a selection and a recommendation to the president. The president makes the official decision, although his formal communication to the candidate employed is always preceded by an informal agreement between the dean and the candidate.

Within this well-structured procedure, there are many informal variations. The share of the president in interviews and review of qualifications varies from case to case, depending upon his availability and on special circumstances in the nature of the appointment. Every effort is made to involve him to some extent in the review of candidates. As indicated above, the share of the departmental chairmen has varied from instance to instance. Similarly, while other members of the department affected and usually senior members of the faculty outside the department are consulted and involved in the interviewing procedures, there is no quantitative consistency in the extent of their involvement. They are always involved to some extent, and qualitatively their judgments may affect the final decisions to an important degree.

Chairmen of departments are appointed without term by the president on recommendation of the academic dean (although this is a rather legalistic description of what is likely to occur, namely a rather ready agreement on this subject based on many fragments of conversations occurring between the president and the dean on many previous occasions). The role of department chairmen in personnel matters varies considerably. The personnel committee of the faculty calls upon all department chairmen for written and direct oral communication about members of their departments. One awkwardness in the procedures of the personnel committee arises from the fact that it cannot similarly get a nonadministrative evaluation about the department chairmen themselves. In the main, the role of the department chairmen during recent years has become increasingly important, and a practice is developing by which the dean of the college often assembles the chairmen collectively for discussions on matters of academic policy.

Grants for faculty research and travel are directly administered by the academic dean except for the fund which is set aside to pay the transportation expenses of faculty members attending meetings of learned societies. This fund is managed by the committee on instruction which, by long-established campus custom, appoints a member to allocate funds according to policies established by the committee. A supplementary grant may be made to a faculty member covering expenses other than transportation, but this appropriation is made directly by the dean of the college upon evidence that a faculty member is actively participating either in the affairs or the program of a professional organization.

Grants for research available by direct appropriation from the college are also made by the dean of the college dealing individually with faculty members. So far, contract research has been limited to grants involving some form of undergraduate research assistantship to faculty members at Knox. In these instances, the project is initiated by an individual faculty member in consultation with the academic dean; fiscal details are checked by the business manager; and the formal contract is signed by the president of the college.

The president of the college usually presides at faculty meetings; in his absence, the dean of the college not infrequently is in the chair. The business of the faculty meeting may be initiated by any member but usually originates from reports by faculty committees or from problems presented to it by the registrar, the dean of students, or the academic dean. The academic dean is responsible for informing the president about annual deliberations such as voting recommendations for degrees, faculty elections, and faculty selections of students for certain kinds of scholastic degrees.

Curriculum and Instruction

The dean of the college is *ex officio* chairman of the executive committee and of the academic status committee. He attends most sessions of the instruction committee, usually upon the invitation of the chairman. The executive committee, most of whose members are elected by the faculty, is the agency through which major educational issues are likely to be initiated either by the administration or by the faculty. It formulates policy concerning college education needs and education procedures for faculty approval; it interprets and implements policies adopted by the faculty or the president. Also, other faculty committee appointments are made by the executive committee; and, to expedite coordination of these other faculty committees, a member of the executive committee is a liaison member of all other standing faculty committees.

The academic status committee determines the academic status of students and acts upon all student petitions involving exceptions to the regulations, reinstatement, and degree requirements. Both the academic status committee and the instruction committee study curricular problems and recommend curriculum changes to the executive committee. The instruction committee has the further responsibility of considering all changes in department offerings, and ways and means of improving instruction and promoting professional standing.

In addition to these three standing committees, the faculty has by regulation set up special faculty committees which supervise or help administer certain instructional programs, such as the faculty council on general education, the honors council, and a special committee on comprehensive examinations. The personnel of these committees is carefully selected to represent the social studies, the humanities, the sciences, and the fine arts.

The existence of special committees represents a tendency on the Knox campus for the faculty to delegate the development of new educational programs to a committee rather than to try to spell out the details in elaborate faculty regulations. As a consequence, once a program is well underway, the role of the committee for that particular program becomes less and less burdensome and the routine details are administered almost entirely by the office of the academic dean, who is *ex officio* chairman of these committees. For example, the general education council is now practically a defunct body, and very rarely meets because the program has been underway for so many years. The honors council still meets regularly, but less frequently than was the case 5 years ago when the honors program was a novelty. However, the comprehensive examinations committee, which is charged with developing and implementing the comprehensive examinations program by stages during the next 3 years, is now holding frequent sessions.

For the information they bring to bear upon the modifications in curriculum and instruction, three other faculty agencies should be noted. Throughout the tenure of the present academic dean, he has had the advantage of a good deal of institutional research done by the registrar of the college. In addition, the college has benefited from research regarding student study habits and faculty teaching procedures conducted by a special committee underwritten by a grant from the Ford Foundation. One of the outcomes of this latter program was the recent establishment of a new faculty agency called informally the "heresy committee" and more formally named the faculty bureau for exploration and inquiry into higher education and the state of the college. It is expected that this committee will stimulate evaluations of the Knox educational program and will also keep the faculty and administration better informed about significant developments in higher education throughout the country.

Criticisms of the existing curriculum and comments on our present instructional operations, initiation of new themes or topics for faculty consideration, and specific proposals for faculty deliberation originate from any of the sources summarized above. In practice, such general or particular modifications come to the attention of the academic dean in an informal conversation or "coffee caucus" before appearing on the formal agenda of the appropriate faculty standing committee. If a basic change in educational policy or organization is involved, formal discussion focuses in the executive committee of the faculty. This committee generally prepares amendments to the faculty regulations for faculty vote if the change involves legislative action.

Within the framework of the existing academic regulations, modifications in the curriculum, such as alterations in the particular requirements for a major or the addition and deletion of courses, are made on the authority of the instruction committee of the faculty. In practice, these changes are first discussed with the academic dean. The instruction committee then requires from the department chairman a detailed description and explanation of the desired changes. The department chairman is usually also asked to appear before the committee and to assist in the deliberations. If in the view of the instruction committee a fundamental change in educational policy is involved, the matter is referred to the executive committee. Proposals for curriculum changes do not ordinarily emanate from the instruction committee although it may review the adequacy of certain special programs such as "general education" or the nature of the "major" and suggest a new set of faculty rules on the topic.

It should be emphasized again that the committee structure described above is merely the regular channel for much irregular communication. For example, it is a well-established custom on the Knox campus that all important changes in educational policy be discussed in at least one faculty "smoker." These informal evening meetings take place before the proposed academic legislation comes to the faculty for regular parliamentary deliberation. Also, the academic dean has found it helpful in recent years to hold special group conferences occasionally with chairmen of departments. This body has no legal standing in the faculty organization, but consultation with the department chairman is very helpful in the development of educational policy.

Each department chairman files an annual department report with the president of the college which is also read by the academic dean. Until recently, the reports included details regarding student enrollment, faculty member class loads, and other personnel data. However, because this information has become available from other sources, department chairmen are now asked to emphasize changes in instructional procedure and curricular innovations and to evaluate these developments. Within the last 3 years, each department has prepared a statement of the educational objectives of its major program and the relationship of the course structure of the "major" to the educational objectives.

Within the framework of academic regulations, of committee activity, and of channels of communication, each department is permitted a high degree of autonomy particularly in the management of individual courses. Course examinations, textbook selection, marking procedures, the scheduling of faculty office hours, and "covering" classes during the absence of a faculty member are left largely to the determination of the instructors and their several departments.

The college registrar, in direct communication with department chairmen, manages student registration, schedules classes and final examinations, records grades, provides information regarding students' academic performance, and determines the fulfillment of degree requirements. If an interpretation or warranted waiver of academic regulations on these matters is required, it is given by the faculty committee on academic status of which the registrar is an *ex officio* member. The registrar does not involve the academic dean in the details of responsibilities unless a particularly important problem arises. Nevertheless, the academic dean is frequently involved in direct conferences with students regarding their academic status and interpretation of the regulations for the degree. The dean of students, who is also a member of the academic status committee, is in charge of communicating with students regarding unsatisfactory academic status. Students sometimes bring him special problems such as separation from the college for academic reasons, the carrying of an overload of courses, permission to take courses out of residence, and dropping courses after the registration deadline, but usually they take such problems to the academic dean. However, ultimate authority for official action rests with the academic status committee, and unprecedented cases require its deliberation.

Scholastic awards are made according to faculty regulations or campus custom and usually are determined by the academic dean on the basis of information supplied by the college registrar. Where the determination of a scholastic award is not clearly outlined, the matter is considered by the academic status committee. Details of academic administration which do not fall within departmental boundaries, such as honors programs, comprehensive examinations, and the fulfillment of general education requirements, are handled by the office of the dean of the college after consultation with special faculty committees established for these areas. The initial and continuing orientation of new faculty members is in the hands of the academic dean, as are also problems related to an interpretation of faculty teaching loads, the assignment of faculty office space, and all other matters dealing with faculty personnel as such.

The college librarian reports to the academic dean on matters regarding the library staff and major problems of library management. Decisions regarding replacement or expansion of personnel, major modifications of library policy, and special budgetary matters are, in practice, subject to triangular discussions with the president. The librarian is *ex officio* chairman of the faculty library committee appointed by the executive committee of the faculty. Modifications of library policy may be initiated from this committee although it has been used by the librarian largely as a consultative body. Initiative for procuring library staff members rests with the librarian in active consultation with the academic dean and with the approval of the president.

Liaison between faculty and library has increasingly come to be the special responsibility of a new staff member, the coordinator of library studies. She makes arrangements with faculty members for class assignments which serve to orient the student to more effective use of the library and assists faculty members in developing course activities which can be used to make the students more self-reliant in their study activities. The responsibilities of this coordinator differ from that of the ordinary reference librarian in that she does not merely provide the usual reference services to students who ask for them, but rather utilizes such situations for the purpose of having the student himself learn the procedures by which he can more effectively discover the broad uses of the library for his individual study.

The audiovisual center of the college is located in the library. The librarian and the library staff inform faculty members about available audiovisual materials, schedule the use of projectors and recorders, and provide student operators. Since this management responsibility seems to be placing an extraordinary burden on the library staff, a special staff member having particular technical competence may be assigned in this area. Procurement of certain audiovisual materials for class instruction is still handled on a department basis by the chairmen although the academic dean is consulted when unusual problems arise.

Student Services

The administration of student services at Knox College involves such a merging of academic with nonacademic considerations that there is much crisscrossing of responsibilities on the part of administrative officers as well as a great deal of faculty participation. The dean of students is in charge of most student services and reports directly to the president although on most academic matters his authority is coordinate and sometimes subordinate to the office of the dean of the college. The dean of women is particularly concerned with the counseling of women, with the management of women's dormitories, and with the general social program of the college. She reports to the dean of students. Both the dean of students and the dean of women may be regarded as full-time administrative officers although each teaches one course.

The registrar is a faculty member who gives part of his time to this administrative responsibility with the assistance of a full-time recorder and an appropriate clerical staff. Although he reports directly to the academic dean, he is in frequent communication with the office of the dean of students, participates in the academic classification of students along with the dean of students, ultimately approves program changes and student registration, and supplies appropriate information to academic counselors. He is the final source of official information regarding class rank, student indices, and completion of graduation requirements. Records regarding class absences and communications relating thereto are handled in the office of the dean of students.

The college examiner is another member of the faculty who carries part-time administrative responsibility. He reports to the academic dean but maintains direct communication with the admissions office for the interpretation of entrance examinations and research based on data from these examinations. In addition, he is in communication with the dean of students regarding the administration of placement examinations which affect the academic counseling procedure.

A third officer, the director of the office of financial aid to students, is a faculty member who gives part of his time to this counseling and administrative responsibility. He counsels students regarding their financial problems; he makes direct grants of scholarships, loans, and other forms of student assistance; and he administers the part-time job placement of resident students. He reports to the dean of students, the business manager, and, because of the information at his disposal, he is in frequent communication with the director of admissions.

The director of admissions is a member of the faculty who gives full time to the administration of student recruitment and admissions. He is assisted by a staff of admissions counselors and appropriate clerical help. Theoretically, he reports to the academic dean; in practice, he actually does so on matters affecting the interpretation of admissions standards. On other matters he reports directly to the president. Moreover, the basic determination regarding the size and nature of the new class being recruited for each year is discussed by an administrative staff consisting of the president, the deans, the business manager, and the director of development. On matters of college housing, the director of admissions maintains close communication with the dean of students, who makes decisions in this area.

The faculty committee on admissions and scholarships brings together in an *ex officio* capacity the dean of students, the director of admissions, the director of the office of financial aid, and certain other members of the faculty. While a full-time member of the faculty is chairman of this committee, the actual agenda and business for it are usually determined by the dean of students or by the director of admissions.

The faculty committee on student affairs is headed by the dean of students and elected by the faculty. This committee is second only to the faculty executive committee in campus importance. Since the academic dean has no direct contact with the committee, administrative liaison is maintained by the dean of students through direct communication with the academic dean by means of the executive committee. All extracurricular student organizations as well as all cocurricular activities by departmental clubs are subject to the jurisdiction of the student affairs committee. Subordinate to the committee are the student honor board, the board of publications, and the budget committee. This latter committee, composed of the dean of students, student officers, and certain other faculty members, outlines the disbursement of funds for campus organizations.

The college placement office is managed by a full-time administrative assistant who coordinates student applications for positions with campus recruitment by business, government, and education. The person in charge of this service reports directly to the dean of students but must, of course, consult closely with members of several departments, particularly with the chairman of the department of education. The placement office also provides clerical and filing services for the faculty coordinator of scholarship programs for graduate study.

The faculty coordinator of scholarship programs for graduate study who reports to the dean of the college serves as the student adviser on graduate programs and fellowships for postgraduate study. He naturally maintains direct communication with department chairmen and occasionally depends upon *ad hoc* committees for decisions regarding nominations for certain types of awards. Such committees vary in personnel but always contain among their members this faculty officer and the dean of the college.

The president's roundtable consists of the officers of student government and student publications, certain other student leaders, certain senior faculty members, the dean of the college, the dean of students, the dean of women, and the business manager. A purely deliberative body in which no policy decisions are made, the roundtable has a primary function of keeping the student body informed of major developments on the campus and giving the students an opportunity to present problems of student concern to the administration. The roundtable convenes three or four times a year; its discussions are not given formal publication unless specifically authorized.

Academic counseling at Knox College occurs at two levels: academic counseling for freshmen and sophomores, by about 40 faculty members; and academic counseling for juniors and seniors, usually by the department chairmen, under the jurisdiction of the academic dean. Freshman and sophomore counseling, however, is largely the responsibility of the dean of students, who appoints the counselors after consultation with the academic dean, assigns the students to them, and briefs them at plenary sessions of the academic counseling group. However, since much of the academic counseling for freshmen and sophomores is directed toward the fulfillment of general education requirements by the students, this counseling activity is closely coordinated with the office of the academic dean who carefully checks the individual enrollment of each new student to determine the adequacy of his plans for the completion of the general education requirements and then informs the registrar as to the course of studies that will fulfill these requirements. Both the academic dean and the dean of students have copies of a student's academic records, which emanate from the registrar's office.

During the academic year, the registrar's office informs students of their grades. During the summer, however, this communication and other communications regarding actions of the academic status committee are the responsibility of the dean of students. The informal archive for a student's academic records related to the fulfillment of graduation requirements is, of course, located in the registrar's office.

Budget

Year-to-year fiscal decisions are facilitated at Knox College by the fact that the college has been operating for some time within the framework of detailed 5- and 10-year projections developed originally by the president in consultation with the business manager and the academic dean. Consequently, tentative plans are always available regarding the instructional budget, such as enlarging the faculty, increasing salaries, augmenting fringe benefits, and expanding appropriations for instructional facilities. These projections, of course, do not automatically provide blueprints for making budget policy decisions, and adjustments are constantly being made on the basis of the actual current financial situation.

Estimates regarding budgetary allocations for academic operations are made during the fall and early winter; details are nailed down during the spring, and the specific outlines for the operations of the new fiscal year are presented to a June meeting of the board of trustees. This procedure coincides very conveniently with the responsibilities of the academic dean for faculty development. By the middle of October, the president and the academic dean discuss faculty needs for the next year and determine what approximate allocations from the budget can be made toward adjustments in faculty salaries. Thus the salary scale for the next academic year is informally determined at that time; as a consequence, the academic dean can make early plans to procure new faculty members or replacements. Full advantage, therefore, is taken of the December professional meetings, and other early contacts are established for interviews with possible candidates. Although the discussions of the academic dean with the president determine the total available for faculty additions, and a tentative understanding is reached regarding the salary level for appointments, the academic dean has a good deal of latitude for individual adjustments. Similarly, on the basis of long-term projections as well as the more immediate fiscal situation of the college, the president and the academic dean agree on the sum available for adjustments in faculty salaries and an appropriate salary scale. Although final decisions regarding faculty salary advances await communication from the personnel committee, it nevertheless is possible for the academic dean to deal with individual situations during the fall and early winter when a faculty member's status must be informally established prior to the contract letters issued shortly before the first of March.

At the outset, an inductive procedure is used for determining appropriations for instructional materials and for departmental assistants. In March, each department is asked to submit an itemized budgetary request. These requests are reviewed by the departmental chairmen and the academic dean and then sent to the business manager with appropriate notations. When the departmental budget requests exceed the previously anticipated expenses, adjustments are made by the academic dean and the business manager in consultation with the departments involved. The budget formally drawn up for July 1 is subject to further adjustments when school reconvenes in September. If special problems develop in a department during the summer recess, the department chairman brings the matter to the attention of the academic dean, and the dean urges the business manager to make the adjustments.

The librarian discusses salaries for library personnel with the academic dean who recommends adjustments to the president. Other appropriations for the operation of the library are also discussed by the librarian, the academic dean, and the president. The responsibility for preparing the details of the library budget rests with the librarian. Budgetary decisions for academic officers and offices, such as dean of the college, dean of students, and director of admissions, are made by the president of the college. The academic dean is not involved in the budgetary planning for auxiliary enterprises or capital construction. He does, however, discuss with the president and with the business manager those building, rebuilding, and renovation plans which are related to the instructional program.

The administration of the academic budget is in the hands of the assistant to the business manager on a month-to-month basis. The academic dean is seldom involved in such details as the approval of purchase orders for academic materials. However, when these items are of major importance or expense, the department chairmen receive the concurrence of the academic dean before the matter goes to the business manager. The academic dean receives a monthly report regarding the budgetary situation for each department and for other academic accounts; not infrequently, he has to face the problem of a department which is approaching the premature exhaustion of funds. To some extent, the dean may be able to meet such anticipated shortages out of a contingency fund or a miscellaneous instructional expense fund at his own disposal, but usually such a situation is taken care of by a modification of plans for departmental operation or by shifting appropriations from one departmental allocation to another.

Analysis

In many ways the academic dean has a worm's eye view of the activities in which he is involved. He is likely to pass judgment on the adequacy of the administrative system on the basis of the extent to which it is bothersome or convenient, and he may well approve of what gives him effective powers in those areas where he is most interested and disapprove when he in burdened with what appear to be only chores in areas where he is frankly bored.

In the area of policy development, it can be said with a good deal of assurance and objectivity that the Knox administrative system is working well. The testimony of new as well as senior faculty members, together with the observation of "outsiders" who have come to know something about the college, would seem to indicate that educational policy at Knox appears clearly delineated and yet flexible, subject to innovation and open to candid criticism or evaluation. To a large extent, this seems to result from an attitude that has come to prevail on the part of most of the faculty. The nature of the relations of the faculty to the president and the academic dean and the kind of participation which faculty members have in the evolution of the college's educational program contribute to this favorable situation.

This strength in policy development occurs, perhaps, at the cost of faculty involvement in an excessively elaborate committee structure. While this structure has mainly evolved from faculty determination, it might be desirable to prune it somewhat to save valuable faculty time and to keep the communication problem of the academic dean within reasonable bounds. The faculty consensus is that direct communication between the academic dean and individual faculty members should not be disturbed regardless of any changes made in the office of the academic dean or in the committee structure.

The academic dean in preparing this essay on academic administration has been impressed with the fact that apparently the area of greatest potential and of most complicated communication, if not actual confusion, is that of student services where the mingling of academic with nonacademic affairs is inevitable. It would appear that this area involves the most wasteful use of faculty time in committee activity, much of it consisting of rubber-stamping decisions which by their nature have to be made without delay by a member of the administrative organization. A redefinition or clarification of particular responsibilities in student services among the academic dean, dean of students, dean of women, director of admissions, and registrar, and possibly some combining of now separated administrative operations under one authority, would conserve the talent and energy of both faculty and administrative officers and would serve institutional needs more effectively.

Recent Changes Reported

An assistant to the dean of the college has been appointed. This officer is, in the main, involved in student contacts in the office and serves as chairman of the Committee on Academic Status.

CHAPTER VIII

Randolph-Macon Woman's College

by Harriet D. Hudson
Dean of the College

THE RESPONSIBILITY for academic policy and administration at Randolph-Macon Woman's College is shared by the entire administrative staff which includes the president, academic dean, dean of students, director of admissions, director of development, alumnae secretary, and treasurer. Although there is no "administrative council" as such, this group meets from 10 to 15 times during the year upon call of the president, and thus serves essentially as such a council. It concerns itself with major policy matters such as an increase in fees, changes in the physical plant, policies on racial matters, delicate policies with respect to student organizations and activities, and the determination of salary policies for their own office personnel.

There is a "college council" composed of approximately 25 persons representing the administration, the faculty, and the student body. This council has no specific authority, but rather serves as a central college clearing house. It may discuss matters such as the physical plant, curriculum, social rules, student activities, or fund-raising activities and refer any recommendations to the appropriate committee or existing group for further consideration and action.

The college has had an academic dean since 1907. Persons reporting directly to the academic dean include all department chairmen, the head librarian, and the recorder. Forty faculty advisers of lower division students also report to her.

The president presents a formal annual report to the board of trustees at the board meeting in October and a brief annual report to the board of education of the Virginia Methodist Conference. The following members of the staff annually make formal written reports to the president: the academic dean, dean of students, director of admissions, director of development, vocational counselor, director of religious life, and director of information services.

At present, the college has relationships with only two accrediting groups—the Southern Association of Colleges and Secondary Schools, and the American Chemical Society. Relationships with the Southern Association are primarily through the president with the academic dean sharing closely in all such matters. Relationships with the American Chemical Society are shared somewhat jointly by the president, the dean, and the chairman of the department of chemistry. The president serves as the main source of contact with the Methodist Church. The board of trustees includes several Methodist ministers among its members.

The president and dean work closely together in policy matters related to extension and summer programs. Other concerned persons are included in the consideration of policy matters depending upon the matter under consideration. For example, the entire faculty group in the natural sciences and mathematics is included in policy matters related to the Summer Institute in Science and Mathematics which has been conducted for the past few years under a National Science Foundation grant. The Institute is administered by a faculty member from one of the departments concerned and is appointed by the president after consultation with the Institute faculty. Members of the college faculty frequently teach courses offered by the University of Virginia Extension Division in Lynchburg, and approval for such teaching is given by the dean of the college.

Faculty

Policy.—At a regular faculty meeting in the fall of 1952, the president suggested the formation of a new committee, a committee on faculty personnel. He indicated that he wanted the faculty to approve the formation of such a committee and the extent of its responsibility. First, there was the question of committee membership. The president proposed that the committee be composed of six faculty members for 3-year terms, three faculty members elected by the faculty, and three faculty members appointed by the administration. In addition, the dean of the college would serve as chairman and an *ex officio* member of the committee. This proposal was adopted by vote of the faculty.

Second, there was the question of the scope of responsibility of this committee. The president asked the faculty to determine whether the personnel committee would be concerned only with the formulation of faculty personnel policies or also with the implementation of these policies such as recommending promotions and tenure. The faculty voted that the faculty personnel committee should be concerned only with the formulation of personnel policies and not with the consideration of the specific implementation of these as they affect individual persons.

In April 1953, the faculty adopted a series of personnel committee proposals having to do with the appointment of new faculty members, criteria for promotion, tenure and dismissal procedures. In March 1959 the faculty personnel committee reviewed and revised these particular policies, especially those concerned with promotion.

It can be seen that the formulation of personnel policies is the primary responsibility of the faculty personnel committee. The administration can and does bring suggestions to the personnel committee, as does any member of the committee or any member of the faculty. On most matters the faculty personnel committee will submit to the faculty a recommended proposal dealing with a matter of personnel policy. Thus, the adoption of such matters of personnel policy rests ultimately with the faculty as a whole.

On matters dealing with specific allocation of funds for implementation of personnel policies, the administration will take the recommendation to the board of trustees to receive approval for such expenditure from the trustees. Such matters would concern any revision in the retirement program or in group insurance plans, a program of summer grants for faculty research, a plan for the continuation of salary in case of extended disability, and the program of sabbatical leave. In addition, any matter of personnel policy which involves the ultimate responsibility of the board of trustees is taken by the president to the board for approval. For example, the policy on tenure was adopted by the faculty and then taken by the president to the board of trustees for its approval.

Policies with respect to membership and organization of the faculty are formed by the faculty itself, often acting upon recommendations from the faculty personnel committee. The agenda for each faculty meeting is prepared by the president, and faculty committees are the responsibility of a committee on committees appointed by the president and including the president and the dean.

Each administrative officer is relatively autonomous in determining his or her attendance at educational meetings, and individual faculty members are encouraged to attend their own professional association meetings without specific instruction or permission from the administration. Representation of the college at other educational meetings is ordinarily determined by the president and the dean.

Administration.—The recruitment, selection, and appointment of faculty is a responsibility shared jointly by the president, the dean of the college, and the department chairman concerned. Ideally, the task of recruitment is handled largely by the department chairman although the dean and the president often utilize their own contacts in seeking to discover persons who might be considered for a particular opening in any area. In any case, it is ultimately the responsibility of the dean of the college to see that good candidates are turned up for openings. The dean and the department chairman work together in determining which persons should be invited to the campus for an interview. The president and, in some cases, other members of the department share in this selection of persons to be interviewed.

A prospective faculty member is interviewed by the president, the dean and, whenever possible, by all members of the department concerned. In some instances, arrangements are also made for the visiting candidate to meet members of the faculty from other departments and, occasionally, students. The decision to offer an appointment to a new person is one reached jointly by the members of the department concerned, the dean, and the president. The actual procedure is usually for the chairman to share with the dean and the president the consensus of the other members of the department concerning an individual to be appointed. The determination of the actual rank and salary to be offered a new person is made jointly by the dean and the president, but ordinarily in consultation with the chairman of the department concerned.

Whenever a chairman of a department is to be appointed, the dean and the president assume that major responsibility in the recruitment, selection, and appointment of a person for the position. In such a case, they talk with other members of the department both individually and jointly regarding their wishes and whether or not a new chairman should be chosen from within the existing department membership or from the outside. Persons from outside the department who are considered for a department chairmanship are interviewed by the present members of the department. The dean and the president then consult the department members before they reach a final conclusion. Although the dean and the president assume the major burden for the recruitment, selection, and appointment of a person to a one-man department, they ordinarily appoint an *ad hoc* committee to share this responsibility.

Prior to 1954, department chairmen were appointed by the president of the college without term. In April 1954, the faculty adopted a recommendation from the personnel committee that henceforth any new chairman of a department would be appointed by the administration for a 3-year term, and any such term appointment would be subject to renewal by the administration. This new plan further provides that any department operating under the previous system of indefinite tenure may, upon the desire of the chairman, shift to the 3-year term arrangement. Two departments have made this change.

The usual decision for granting tenure is made jointly by the dean, the president, and the department chairmen concerned. By faculty action, it is required that the department chairman consult with the members of his department outranking a person being considered for tenure and bring to the dean and president the recommendation of the department with respect to tenure. In cases of uncertainty or lack of agreement between the administration and the department chairman, there may be a joint meeting of the president, the dean, the department chairman, and members of the department concerned who outrank the person under consideration. Though the ultimate responsibility rests with the administration, the action taken is ordinarily in line with the recommendation which comes through the chairman of the department. Since the ultimate responsibility for appointments rests with the board of trustees, recommendations concerning tenure are submitted by the president to the trustees for approval.

The procedure for dealing with the promotion of faculty members in rank is similar to that for dealing with the granting of tenure. Department members who outrank the person under consideration must be consulted by the department chairman, and the recommendation of this group is then brought to the dean and president by the chairman. If there is significant lack of agreement at any point in this process, the members of the department who outrank the person in question and the chairman may be asked to meet jointly with the dean and the president. Occasionally a situation has arisen wherein the dean and the president were not entirely satisfied with a department's recommendation but were reluctant to go contrary to that recommendation without some further exploration of the matter. In such a case, it has been agreed that a somewhat larger *ad hoc* committee of the faculty might be consulted on the promotion in question. Such a consultation is primarily for the guidance of the president and dean.

At intervals, although not annually, the dean requests personal and professional information from each faculty member for her files and also for use in considering matters of promotion and tenure. On one occasion, each faculty member was asked to indicate when he thought he should be considered for promotion in rank. Thus, each faculty member was given the opportunity of having his case considered.

Each year the dean of the college and the president consult with department chairmen concerning salary increases for each member of each department. This, of course, is done in connection with consultations concerning promotion and tenure as well. The department chairman is asked to recommend an average increase (assuming that there is to be some across-the-board increase), a less-than-average increase (for the person whose competence and performance he considers to be below average), or an above-average increase (for the person of outstanding competence and/or performance). On the basis of these recommendations from the department chairman, the dean and the president jointly determine salaries for members of the faculty. Matters of salary increases, appointments to new rank, and tenure are submitted to the board of trustees by the president for approval by the board.

Funds for faculty research are handled primarily through the sabbatical leave program and through a program of grants for summer study and research. Applications for sabbatical leave must be submitted to the dean of the college, and decisions are made jointly by the dean and the president after consultation with the chairman of the department affected.

Applications for grants for summer study and research are submitted first to the dean and then are considered by the faculty personnel committee for recommendations in the allocation of funds. The biology department has a special fund for faculty research; the members of the department jointly make recommendations to the administration for grants to members of the department from this fund. The mathematics department has a similar program.

Each member of the faculty is allowed $85 annually or $170 in any 2 consecutive years for expenses in connection with attending professional meetings. Payment of such funds must be approved by the dean of the college.

It has been and is a prerogative of the faculty as a whole to determine what persons shall have faculty status and shall attend faculty meetings. For example, in 1960–61, upon recommendation of the faculty personnel committee, the faculty voted to grant faculty status to all professional members of the library staff. Other actions taken by the faculty, usually upon a committee recommendation, include approval of the addition, deletion, or change in courses, approval of changes in the requirements for graduation, approval of certain personnel policies, and approval of the formation of new student organizations. In addition to taking definite action on matters just mentioned, the faculty at its meetings hears reports from various faculty committees and discusses freely matters of concern to the college community as a whole.

Each spring the president appoints two members of the faculty to serve with the dean and the president as a committee on committees. It is the responsibility of this committee to determine what standing committees of the faculty shall be continued and to name the persons to serve on each such committee. In alternate years, the members of the faculty are asked to indicate committee service preference.

A catalog committee of the faculty is responsible for the preparation of the catalog each year. Since this is a heavy administrative responsibility, the catalog committee chairman "farms out" certain portions to different individuals for writing, rewriting, editing, or checking proof. The dean is responsible for material dealing with requirements for graduation and financial assistance.

Curriculum

Policy.—The initial curriculum policy of the college was established when the college was founded, and courses are exclusively in the liberal arts. According to the catalog, the college "seeks to provide an education in accordance with the highest academic standards in the humanistic tradition . . ." Within this framework, the faculty has set up specific requirements for graduation.

The 19 academic departments carry the primary responsibility for formulating policy concerning the addition and deletion of individual courses. In the matter of course offerings, as in many others, the prevalent feeling among members of the faculty is that a department knows best what its students should be taught.

Whereas each individual department shapes most policies relating to its own program, the committee on educational policies is frequently concerned with broad issues of curriculum development. This committee took the initiative in requesting that the faculty consider using the advanced placement tests of the College Entrance Examination Board as the basis for exempting a student from taking a course normally required for graduation. The committee also has discussed such policies as opening to freshmen a number of courses traditionally closed to students until the sophomore year, a change in regulations governing acceptability of work transferred to this institution from another, and the basis for approving foreign study.

Throughout the last 5 years, an *ad hoc* faculty committee on self-study has thoroughly considered the need to change the requirements for graduation. Policies proposed by this committee are subject to direct action by the faculty without prior consideration on the part of the committee on educational policies.

In the development of new programs, the formulation of policy is carried forward not only by the educational policies committee but also by other faculty committees. The committee on honors and independent study has presented to the faculty a proposal for a new course to be staffed by several departments and to be allowed as a substitution for the existing requirement in freshmen composition. A committee on teacher education is working toward involving faculty members from other departments in a broader program for recruiting and preparing young women to teach.

The student government association has a curriculum committee which reports to the dean any innovations it wants in the curriculum. Although the students are infrequently creative in formulating proposals, the work of this committee can be useful to the faculty's committee on educational policies as a mirror of student opinion when such an indicator is desired.

Administration.—Any department wanting to change its course listings must first obtain the permission of the committee on educational policies and then the permission of the faculty. The requests usually pertain to adding or dropping a course or changing the description of the content of an existing course. The educational policies committee gives due consideration to the relationship between the proposed change and the total offerings of the college. When the committee favors a change, a recommendation is carried to the faculty; if the committee does not approve a change requested by a department, it may give that department chairman an opportunity to present to the faculty additional oral or written support for the proposal.

Although the dean of the college sets up the committee's agenda, any member of the group is free to present other business. In addition to the dean, who serves as chairman, there are 10 full-time faculty members who serve on this committee, including department chairmen and nonchairmen selected from a variety of disciplines.[1]

The dean is responsible for enforcing the faculty regulation that a course must be dropped from the catalog if it is not offered for 3 consecutive years. If a faculty member dies or resigns so late in the summer that no adequate replacement can be found, the dean tries to help the chairman of the impoverished department work out the optimum adjustment of course offerings. Under most circumstances, however, the dean can do little to foster a reduction in offerings, even when curtailment might reduce the universal pressure on the budget without causing an obvious weakening of the academic program.

Instruction

Policy.—Policy relating to instruction is under the immediate control of the faculty, although ultimate responsibility rests with the president. Faculty legislation specifies, for example, the duration of semester examinations, the scheduling and general format of the comprehensive examination which every department gives to its senior majors, the requirements for the degree, the form of the honors program, and the minimum achievement below which academic probation and "drop" status are incurred. When a department or an individual wishes to alter faculty legislation, the question is normally submitted to the appropriate committee of the faculty. In the area of instruction, these committees include educational policies, faculty personnel, committee on independent study, the *ad hoc* committee on self-study, and a newly formed committee on teacher education. If a majority of the committee members approve the proposal, the chairman of the committee recommends that the new policy be enacted at the next faculty meeting. However, the faculty does not feel bound to adopt a committee's recommendation. Amendments can be offered freely from the floor, and the faculty occasionally votes to require a two-thirds count for passing a new rule. There have been few changes in policy during the present dean's tenure.

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[1] See *Recent Changes Reported*, p. 136.

There are many customs which lack the sanction of a formal vote by the faculty but which have been in effect for many years and to which some faculty members cling with such tenacity that the development of a contrary policy is difficult to achieve. One illustration perhaps will identify these categories. There is faculty legislation against the scheduling of a class after 4:20 in the afternoon. A request for a small exemption from this rule traveled from the dean to the committee on educational policies and thence to the faculty which approved it. In contrast, it is a matter of custom, rather than law, to schedule all laboratory classes in the afternoon and nearly all lectures in the morning. In order to determine whether a more intensive use of facilities would be more efficient, the dean asked the committee on educational policies to analyze the effects of scheduling some laboratory sections in the morning hours and more lectures in the afternoon. This request for an evaluation was refused by a highly vocal minority within the committee, and the tradition continues to be inviolate.

Although legislation and hardy custom set the limits within which many policies concerning instruction are shaped, there are nevertheless other aspects of teaching which are regulated only by mutual courtesy and the usual ethics of the academic community; guided exclusively by these general considerations, a teacher, a department, or the dean may act autonomously in determining policies. Consequently, a wide variety of practices has arisen. Such latitude is viewed, in fact, as an essential component of the academic freedom on which the college as a whole prides itself. In day-to-day practice when an individual department wishes to change its policy on a matter of more than trivial importance, the chairman of the department involved usually confers with the dean to make sure that the innovation does not violate either the letter or the intent of faculty legislation.

Policy relating to the library is more dependent upon administrative decision than is true in other areas of the instructional program. The three full-time professionals on the staff of the library have been members of the college for many years. The librarian and the president have formulated policies, being careful to consult with other members of the faculty when this seemed appropriate. Upon the retirement of the head librarian in 1961, the president asked the successor to report instead to the dean. The possibility of establishing a library committee in the near future is now being discussed by the librarian and the dean.[2]

The college possesses an art collection more valuable than usual in an institution of similar size and financial resources. Because everyone on the campus has ample opportunity to see and enjoy these treasures, they contribute significantly to the education of the entire college. The chairman of the department of art is curator of the collection and, in the latter role, is responsible for many policy decisions. She is also chairman of the committee on the art gallery and collection, a group which includes two men who teach studio art, three other members of the faculty, the alumnae secretary, and two local alumnae. The function of the committee is to advise the curator, but it is seldom convened except to discuss policies pertaining to public relations. The curator confers with the president when reaching policy decisions about budgetary matters.

A small collection of geological and biological materials is controlled by the department of biology. It is used almost exclusively by students in that department. Each of the science departments has its own library collection. Although the books are listed in the main entry catalog in the general library, many policies with respect to the departmental libraries are formulated by the faculty involved in the use of the specialized collection.

In summary, it can be said that the president and the dean have little direct opportunity to change major policies relating to instruction. Faculty committees, departmental chairmen, and the faculty voting in regular monthly meetings hold the ultimate responsibility.

Administration.—In the day-to-day administration of policy relating to instruction, the dean is heavily involved. She bears the final responsibility for implementation of faculty legislation. She must see also that examinations conform to the printed rules and the announced schedules, and must make sure that each honors program exacts from the candidate no less than the statute requires.

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[2] See *Recent Changes Reported,* p. 136.

The recorder reports to the dean if any student is not making normal progress toward fulfilling the requirements for graduation. These standards, contained in faculty legislation, include quality point ratios, hours of credit, and distribution of coursework as between required fields. The recorder is responsible also for submitting to the dean for final checking the records of seniors who meet the criteria for graduation with distinction.

The dean must decide whether a student's proposal for summer study at another institution meets the Randolph-Macon Woman's College standards. If it does, the dean gives the recorder a memorandum of approval. Almost 20 percent of the students sought advice about summer school for 1961, and, to the extent that time allowed, the dean used each of these conferences as an opportunity for discussing with the student her overall academic objectives.

Outside the areas controlled by faculty legislation are numerous other aspects of the instructional program which come under the purview of the dean. She serves as a court of appeals when the department chairman and members of his staff cannot agree on the allocation of teaching loads within a department. Her office is the clearinghouse for information when a substitute must be provided for an absent teacher and whenever a class is to be rescheduled or temporarily canceled. Finally, the dean oversees the actual process of student registration and the formalizing of class lists. However, the different departments are responsible for maintaining equality of size in multisection courses.

If too many students register for a course assigned to a small classroom, the chairman of the committee on schedule, or ultimately the dean, may be called upon to solve the problem. The matter may be difficult to handle because the supply of classrooms during the morning hours is artificially restricted by a tradition which sanctions some departments' holding exclusive right to the use of certain rooms, even when no class is meeting here. In some cases, the dean has been able to persuade a department to assert its tenure only when it has a class which needs the room. Some departments have no monopoly rights. Each science department allocates among its own classes the laboratories equipped for that department, and these decisions are inviolate.

The assignment of faculty offices is one of the dean's most arduous tasks. Even though the principle of seniority is usually applied, the complexity of the problem far exceeds any clarification afforded by a simple rule.

The dean's office prepares a biennial summary of the grade distribution of every department. This is multilithed and distributed to the faculty. Although the count is usually discussed at a faculty meeting, no serious attempts have been made recently to change the overall pattern of grading. Within two or three departments, the chairman is vigilant in discouraging conspicuous differences in standards applied. Only in those very rare cases where a teacher's standards have seemed to work an unfair hardship on the students has the dean discussed with a teacher the need to review his grading criteria.

The dean gains further knowledge of departmental and individual patterns of grading through various other means. Because she inspects each student's record at the end of every semester, she sees all grades. She receives a report of unsatisfactory progress at the end of the first and third quarters for any student who has earned a grade below "C". Moreover, she has access to the grade reports which each teacher must file at the end of every semester.

The usual difficulties confront the members of the administration when they attempt to perform the momentous task of evaluating the quality of instruction being presented by individual teachers. Furthermore, the tenure rules make permanent the effect of their erring on the side of optimism when rating a teacher's effectiveness during his first 5 years at the college.

Student Services

Policy.—Members of the administration carry a somewhat heavier responsibility in the formulation of policies relating to student services than they do in those relating to the academic program. There are numerous ways, however, in which faculty members are involved in the development of such policies. They serve on the committees on admissions, scholarships, and aids, and international students. In addition, any one of the 40 faculty advisers is free to recommend policy changes in the advisee program to the dean or to the advisers as a group.

Two members of the faculty also serve as representatives to the legislative body of student government, and teachers and students together handle the program of cocurricular activities. If students wish to initiate a campus organization having off-campus affiliation, they must submit the proposed constitution to the nonscholastic activities committee of student government which, in turn, must submit it to the faculty for action. The president or the deans usually review major policy decisions concerning cocurricular activities when public relations may be importantly affected.

The committee on admissions, chaired by the director of admissions and including two deans and two or three faculty members, is responsible for policy formation related to admissions. It was this group, for instance, that decided the college should require every candidate for admission to submit scores from the achievement tests of the College Entrance Examination Board in addition to the two scores from the Scholastic Aptitude Tests. The committee also decided to admit students under the early decision program of the CEEB. Recruitment policies are established by the director of admissions. If the issue is a major one, such as the decisions about promotional literature for prospective students and guidance counselors, the director of admissions works jointly with the president.

Policies concerning financial assistance to students had been determined entirely by members of the administration on the committee on scholarships and aids prior to 1961–62, but now a representative of the teaching faculty has been added to this committee. Policies formulated by the committee in recent years include the use of a parents' confidential statement to grant financial aid not exceeding the need reported on the form and the participation in the student loan program established under the provisions of the National Defense Education Act.

Policies with respect to the compiling and handling of student records—both academic and nonacademic—emanate from the administrative offices rather than from committees. Until 1960, the title of registrar and director of admissions was held by one person. Her successor is a full-time director of admissions, and there is now no registrar. The dean, in consultation with the recorder, determines policies relating to academic records. The director of admissions, the dean of students, and the director of vocational guidance are responsible for policies concerning the various types of nonacademic student records used in their respective offices.

Policy concerning class absences is made explicit in faculty legislation, which can be changed by faculty vote on the recommendation of the committee on educational policies. The committee on class attendance has established some broad policies concerning the kinds of absences which will be unpenalized even though occurring on "no-cut" days surrounding vacation.

In the areas of academic counseling, correspondence with parents about academic progress, and the transmitting of grades to students, the dean is primarily responsible for policy decisions. In the program of counseling, however, she may well consult the faculty advisers as a group if she wishes guidance concerning a necessary change in policy. The definition of class standing is contained in faculty legislation. Although faculty members are frequently unsure which parts of this legislation were established by administrative fiat and which by majority vote of the faculty, they would expect to be allowed to vote on the question if a change in the present rule were contemplated by the dean.

Administration.—The director of admissions provides leadership in the administration of policies relating to recruitment and admissions. Either she or one of her assistants interviews prospective students and parents who come to the campus. They also visit schools in order to talk with guidance directors, school principals, and interested students. The office of admissions assembles the dossier of necessary information concerning each candidate and prepares a typed summary of every candidate's record for each member of the committee on admissions. The director of admissions then makes a preliminary classification of applicants according to their apparent relative strength.

As chairman of the committee on scholarships and aids, the dean is responsible for processing the parents' confidential statement in order to estimate each applicant's need, for giving the committee a summary of pertinent information about each applicant, and for assigning or reassigning student jobs. The committee decides how much assistance the college will give the girl. For the new student, help is in the form of a grant and/or a loan. The returning student must take paid employment on campus (a service scholarship) before a grant will be offered her, and she may also be approved for a loan. In many instances, personal counseling of a student receiving aid devolves upon the dean if the girl's financial situation creates or aggravates other problems. The treasurer administers the loan program using the committee's estimate of need and merit.

Academic advising of the incoming student is the responsibility of the academic dean. During the summer before she enters Randolph-Macon, each freshman receives printed instructions from the dean's office and, on the basis of this advice, she returns a statement of her program. If she asks counsel or if she mistakenly lists a course for which she is not eligible, she is then sent a more personal letter from the dean's office.

During the first few days of residence in college, every freshman is required to consult her faculty adviser. Although the student and the adviser can amend her program if they feel this to be desirable, the typical freshman's program is not revised after she comes to college. The faculty adviser is responsible not only for keeping a watchful eye on the academic progress and general well-being of each freshman advisee, but also for helping her set up a program for her sophomore year. During a student's second year, she remains under the guidance of the same adviser.

At the end of the sophomore year, a student must select a field of concentration. The dean speaks to the sophomore class about the criteria for choosing a major and is consulted freely by any student who continues to be uncertain as to her preference. Declaration of a major can subsequently be changed with approval of the dean and the two departments involved. The chairman of the department in which the student is to major automatically becomes her faculty adviser or delegates some other member of the department.

For various reasons a student may wish to consult the dean rather than her faculty adviser. The mere fact that the dean's office is on the main corridor of the building in which most classes are held is undoubtedly a factor in some preferences. Approval for a change in program can be granted only if the teachers affected and the student's adviser or the dean agree. The permission for the change, therefore, usually must carry the signature of at least two persons. A few teachers prefer merely to be notified of a withdrawal without having to sign a permit. On the other hand, the dean never ignores the recommendation of a major department if the student is a junior or senior.

The dean is the person most involved in each student's academic progress. She notifies parents by a form letter at the end of the first and third quarters if a student is failing a course or has made more than one "D". The dean writes to the student if her record in June is below the level required for her return. With the advice from the committee on educational policies, the dean must decide which students can be expected to make effective use of a second chance. If she does not readmit the student, the dean often searches for an institution which will accept someone with "drop status." Experience reveals that the student on probation seldom earns an adequate record and almost invariably causes a heavy drain on the time of those who try to help her—the dean, her teachers, and her adviser.

The recorder is responsible for keeping an up-to-date record of each girl's program, for setting up class lists, and for recording grades. She makes photostatic copies of the record cards, one print being for the parents, one for the adviser, and—if the student is a freshman—one for the secondary school. The dean often writes a comment on the record sent to the student's parents. The recorder also gives the dean a list of quality-point ratios after each semester and compiles a list of students whose grades are low.

Budget

Policy.—The broad outlines of budget preparation and control are fairly simple and, in most areas, almost routine in nature. Ultimate responsibility for policy with respect to budget preparation rests with the president. He receives suggestions and recommendations from other administrative officers concerning the needs in those areas for which they are responsible. The procedure is fairly informal, and each administrative officer feels free at any time to raise questions about an increase in budgetary appropriation. Except for relatively minor items and amounts, the main variation in the yearly budget is in the salary and wage items. The total amount which can be expended on salary and wage increases is determined largely by the president on the basis of his knowledge of the available funds.

The budget as a whole is submitted to the board of trustees for approval at its May meeting. Any policy change substantially affecting the budget is considered in advance by the executive committee of the board of trustees, and the matter is carried to the full board as a recommendation for the executive committee. Matters which would receive such executive committee consideration and recommendation include increases in fees, allocation of current funds for major plant improvements and/or for amortizing existing indebtedness, and increases in faculty and administrative salaries.

Administration of Budget Preparation.—The dean and the president jointly determine salaries for individual members of the faculty and for other professional staff persons except the chief administrative officers. Having first determined, in terms of percentage, the approximate overall increase in the salary budget which can be made for the coming year, the dean and the president determine the salary for each individual. This determination of salaries is always done after full consultation with the department chairman concerned.

The dean is directly responsible for budget preparation for instructional materials. Annually, each department is asked to submit its prospective budgetary needs for instruction materials for the dean's approval. Requests for library materials are made by the head librarian to the dean of the college who, in turn, passes them on to the president.

A trustee committee on administrative salaries recommends salaries for the chief administrative officers to the entire board of trustees. The chairman of this committee usually consults with the president, but the trustee committee exercises a certain amount of independence in determining salaries.

The budget for materials for academic offices does not vary greatly from year to year. Consequently, the president and treasurer tend to carry over the approximate cost figure from the preceding year—usually with a slight increase. Whenever there is reason for any significant deviation from a previous year's expenditure, this recommendation is made to the president by the administrative officer in charge of the office. The president and treasurer work very closely in developing the budget for general operations, auxiliary enterprises, and capital construction. In the case of capital construction, however, the board of trustees plays a more active role, since recommendations to the board come from the trustees' buildings and grounds committee. These recommendations are usually arrived at following consultations by the president with the entire faculty and/or the faculty committees on buildings and grounds and on development.

Administration of Budget Control.—Budget control is handled largely by the treasurer of the college. Occasionally, the treasurer reports to departments the status of their departmental expenditures in relationship to the budget. Once departmental budgets have been approved by the academic dean, purchase orders go directly to the treasurer without any further approval except that of the department chairman. It is the responsibility of the treasurer to see that these purchase orders are in harmony with the approved budget. The academic dean is responsible for approving faculty expenditures for attending professional meetings. The head librarian is responsible for checking on departmental expenditures for library books. Approval of transfers of funds (budgeted for academic administration) is given by the president.

Analysis

It is difficult for persons most directly involved in the formulation and administration of academic policy to comment objectively on the advantages and disadvantages. The college has made no systematic analysis of whether a reallocation of responsibility for academic matters would result in a better education for the students. Therefore, any appraisal of the status quo reflects only personal opinion. Incontrovertible proof exists for only the fact that present procedures have not destroyed the college; it is still functioning.

As the preceding pages reveal, a great deal of responsibility rests with faculty committees and with departments, in contrast with conditions in those institutions which centralize strong power in the hands of the president and the dean. Several advantages result from the reliance on committees. The members, working jointly on a problem, frequently can produce a better solution than persons working alone might have devised. The faculty seems to become actively concerned for the improvement of the college; and, toward the attainment of this goal, the individual members seem to be willing to invest a great deal of time beyond that spent on research and teaching. In the final analysis, the professors are the ones who implement academic policy in the classroom. It would seem obvious, then, that the more fully each faculty member has shared in the shaping of academic policy, the greater his enthusiasm for it.

Persons serving on a committee can function as effective and sometimes much-needed channels of communication between faculty and administration and vice versa. They can present to the president and dean information not otherwise available and, moreover, frequently can help colleagues understand the basis of an administrative decision. A major disadvantage of such extensive reliance on committees is the amount of time which membership may divert from a professor's primary responsibility. The administrative officers also may be spending far more time in meetings than is justified by the results. Furthermore, the members are sometimes so involved in their roles as teachers and scholars that they cannot become adequately informed as to the content and value of current developments in curriculum and methods of teaching in comparable institutions. They may lack even the amount of information they need about matters within the college itself.

It frequently is evident that committee members hesitate recommending action which might wound the feelings of an individual colleague even when the ultimate well-being of the college as a whole necessitates such action. Likewise, the members of the committee often do not agree in the interpretation of existing legislation and therefore are unable to give unified counsel when requested by the president or the dean. Finally, the faculty's desire to have the president and dean ultimately responsible for promotion, salary, and tenure decisions results inevitably in placing the onus for an unpopular decision on these two persons, even though it usually reflects the counsel of responsible faculty members. As chairman of the committees on educational policies and faculty personnel, the dean has had time for only limited leadership, even though she realizes that the curriculum and teaching constitute her most serious concerns. Her influence in the various aspects of curriculum is always modified—as presumably is true of many other academic deans—by the extent of her preparation and experience in the particular field in question.

A second conspicuous characteristic of academic administration at Randolph-Macon Woman's College is departmental autonomy. In most departments, this power is matched by a sense of responsibility for maintaining high standards within the department and maximizing the growth of competence among the students majoring in the field. On the other hand, departmental autonomy makes it unlikely that unwise decisions will be reviewed or that effective restraints will be placed on a department which lets its desire for its own aggrandizement exceed its concern for the well-being of the college. For example, a proliferation of courses has resulted largely from the feeling that a department is the best judge of the courses it should offer. Moreover, the policy of departmental autonomy has been for many years a barrier to a revision of the requirements for graduation. Likewise, the possibility that important changes in the basic curriculum will be achieved by democratic processes continues to be unlikely. Some veto power does reside in the educational policies committee. This group, however, has been frequently unable to overcome departmental resistance when trying to revise elements of the curriculum.

Involving the appropriate members of a department in decisions about the staff is extremely time-consuming but does carry with it all the traditional values of judgment by one's peers. A disadvantage of following this procedure is that it tends to result in a weak department's becoming weaker, while strong departments become stronger. The preferences of members of a department can hinder the administration from taking effective steps to counteract a department's decline. The fact that seven departments still operate under a chairman with tenure in that role limits flexibility and in some cases is seriously detrimental to faculty morale.

In the area of instruction, there is no approved means whereby the dean can ascertain the effectiveness of any professor's teaching. There also is no clear-cut policy as to the locus of responsibility for helping individuals improve the quality of their teaching: does it rest with the department chairman or the dean? Although the college prides itself on the quality of instruction, it does very little to further the individual professor's mastery of the art of good teaching.

The formulation and administration of policy related to student services in the academic area involves many persons. Certainly no student has reason to feel that she is overlooked. Since lines of responsibility and authority are sometimes unclear, needs occasionally are not handled; but far more usual is a situation in which a troubled student creates a drain upon the time of several persons either simultaneously or in rapid succession. Similarly, lines of authority are so vaguely drawn with respect to some areas of academic life that a faculty adviser and the dean occasionally have cause to feel frustrated because each has been working on a student's problem without knowing that the other also had become involved. At other times, the dean may find that a responsibility which she assumed was being carried by a faculty adviser has been ignored. This condition may be made more likely by the adviser's lack of certainty as to exactly the extent of his duties. In some areas of student services, there is such overlapping of responsibility between the two deans that real confusion might frequently arise if they did not share a common philosophy of education.

Although the dean of the college has, as her primary responsibility, the strengthening of the academic program of the college, her responsibility for student services consumes the preponderance of her time. In summary, the dean sits on the following committees operating in the area of student affairs: college council, social and dormitory change, foreign studies, judiciary, teacher education, honors and independent study, and admissions. She is chairman of both the committee on class attendance and the committee on scholarships and aids. The latter committee not only awards grants-in-aid but also assigns most of the jobs which students hold on campus.

The dean must approve the choice of courses before a student goes to a summer school; she preregisters all freshmen by mail during the summer; and, at the end of each 6 weeks, she confers with any student whose grades are so low as to jeopardize her being eligible to return the following year. Any student who withdraws from the college during the year must confer with the dean in advance. For other reasons, never predictable, she sees many students whose only common symptom of need is tearfulness. Although set up for 15-minute conferences throughout a 37-hour week, the dean's calendar seldom is free of appointments except when committee meetings are scheduled. Preoccupation with these services to students limits seriously the extent to which the dean can devote attention to the improvement of the academic program of the college. The urgent question therefore exists as to whether a reallocation of some committee and counseling functions would not, in the long run, prove highly advantageous.

Because there is no established procedure for evaluation and change in budget policy, there is a need to reappraise budgetary policy in several areas. Although the pressure of competition in the labor market serves as a regulator of the general level of salaries throughout the college, it provides no obvious guide as to the appropriate size of professional and subprofessional staff. The dean is acutely aware that she needs a far more rational basis than she has for determining policies controlling expenditures for instructional materials.

Peculiar demands fall upon an academic dean who is a woman. The requests which outside organizations make upon her for committee service are heavier than seems usual for a male dean. In their zeal to have minorities represented, persons setting up a committee of regional or national scope seem to feel obligated to include not only a representative of a minority race or religion but also a woman. The limited number of women in the profession of academic "deaning," therefore, are hard worked as extra-college committee members.

Recent Changes Reported

The chairmanship of the committee on educational policies has been moved from the dean of the college to a senior professor. A library committee has been set up with a department chairman in the humanities as its chairman. Responsibility for the handling of applications for financial aid has been transferred in part to a newly appointed assistant dean of students. Finally, a 20th department has been established, that of "dance."

CHAPTER IX

Regis College

by Harry E. Hoewischer, S. J.
Dean of the College

REGIS COLLEGE, a liberal arts college located in Denver, Colorado, is one of the 28 colleges and universities operated under the auspices of the Jesuit Order in the United States. Each is financially independent, none being church-supported. The legal governing body of Regis College, the Jesuit board of trustees, is made up of members elected from among the Jesuits currently on the college faculty or assigned to the Jesuit community. At Regis, the dean of the college is a member of this board. Since it is a Jesuit college, it must, therefore, conform to the principles of education and to educational practices which are indigenous to the Society.

In addition to the board of trustees, an advisory council composed of civic and business leaders in the Denver community assists the president in matters of finance, construction, and development. This president's council is appointed by the president, who is a representative of the Jesuits. The members of the council, who voluntarily consent to serve, receive their powers from the Society. This might seem to establish an authoritarian control which would leave little room for academic freedom. In actual fact, however, it differs little from governing boards in other institutions which are appointed by State or local governing officials who exercise their authority within limits established by official directives from individual administrators or by civil law and regulations. Special care must be exercised, however, in such an administrative structure to be sure that competent men interested in educational matters are appointed to give advice to the institution.

A council composed of six faculty members appointed by the president serves in an advisory capacity to him on college matters. This council meets monthly.

The president of the college and the four major administrative officers who report directly to him—the assistant to the president, the dean of the college, the dean of students, and the director of business and finance—constitute, by reason of their office and responsibilities, the administrative council. The primary purpose of the meetings of this group is to make all the attendant decision sconversant with the institution's activities, problems, and procedures.

The position now held by the academic dean at Regis College was first established with the title of vice president in 1887. This title was used until 1921, when it was changed to its present form and the first "dean of the college" was appointed. The assistant dean of the college, registrar, head librarian, director of the evening division, director of summer sessions, and all division heads report to the dean of the college as well as all of the following committees: admissions and degrees, educational policies, library, research, and rank and tenure.

The dean receives monthly reports from the registrar and the librarian, quarterly reports from division heads and department chairmen, and periodic reports from the committee on admissions and degrees. Reports to the president and board of trustees are submitted annually by the dean of the college, the dean of students, the director of business and finance, and the assistant to the president. The president submits an annual report to the board of trustees.

No annual reports are submitted by the dean to the provincial (the superior of the province), but each year the college has a formal evaluation visitation made by the province prefect of studies (province educational director) who is a representative of the provincial. Prior to the visit, the province prefect sends an outline of all the statistics and other information he wishes prepared. The province prefect spends about a week each year in this institution checking records, visiting classes, inspecting facilities, and interviewing faculty members and students. The experience has been that this visit parallels in many respects the visits of regular accrediting and evaluating teams. A report containing the province prefect's observations and recommendations is submitted to the college president and the dean by the province prefect a few weeks after the visitation, and a copy is submitted to the provincial.

Regis College offers no extension work. The summer program consists of two successive sessions and is a continuation of the academic year. Regular faculty members are given a choice as to whether or not they wish to teach in summer school. This is not included in regular faculty contracts; an extra stipend is allowed.

Evening classes, concerned only with degree-credit programs, are administered by the director of the evening division, in turn responsible to the dean of the college. The evening division faculty is composed partly of the full-time college faculty whose evening courses are considered part of their regular teaching schedule, and partly of part-time faculty selected according to the same standards as full-time teachers. The same policies which pertain to the day-school curriculum and practices apply to the evening division. The annual evaluation of the evening division is made by the director of the division. It is the dean's responsibility to coordinate the evening program with the day program and to insist, insofar as possible, on the same academic standards.

The president and the dean are chiefly responsible for the relationships between the college and the various accrediting associations. In cases where specially accredited programs within departments exist such as the teacher education program, the department chairman is directly involved. Faculty members are strongly encouraged to participate in the activities of accrediting associations by serving on evaluating teams when invited to do so. The dean of the college is responsible for the preparation for college visits by evaluating teams of accrediting associations. Special committees are appointed to help facilitate and expedite such visits. The president and the dean are responsible for reporting accreditation directives to the faculty.

Faculty

Policy.—The dean of the college supervises and reviews regularly all policies related to academic matters. He is assisted by the educational policies committee, an advisory group, which is composed of the head of each of the divisions within the college and is appointed by the president of the college upon recommendation of the dean. The committee not only advises the dean of the college on existing policies and their effectiveness but also makes proposals toward improving and altering them. The committee must meet at least once each month. The president, with the board of trustees, and usually on the recommendation of the dean, determines the structure of the faculty. The faculty, in group session, considers matters of academic policies and practices which pertain to the whole college. The final determination of such matters is made by majority vote of the faculty except in those special matters which require the ratification of the president, such as policies on admission.

Administration.—The faculty in a Jesuit institution is composed of Jesuits (members of the Society of Jesus) and lay teachers. Inasmuch as the provincial and the province prefect of studies normally plan and direct the professional preparation of Jesuits going into higher education, the president and the dean of the college discuss with them during their annual visits the current faculty needs of the college, the personal professional growth of the Jesuits presently assigned to the staff, and future faculty needs. Then the provincial assigns Jesuits to strengthen the faculty and administrative staff insofar as competently trained personnel are available for the specific needs of the college.

All full-time faculty members have academic rank—instructor, assistant professor, associate professor, full professor; and all part-time faculty members are designated as lecturers. Part-time faculty members are not a part of the formal body of the faculty but may attend faculty meetings and on some occasions are asked to do so. The dean of the college calls all faculty meetings and acts as chairman of them. The agenda for the meetings are prepared by the registrar from appropriate requests submitted by the dean, the educational policies committee, or any individual faculty member.

All faculty members are eligible to serve on committees. Actually, about 50 percent are involved in committee work at any given time; however, no faculty member is ordinarily asked to serve on more than two committees. Members of the college management and development staff are also assigned some committee work. Appointment to committees is usually made by the president although the dean may appoint *ad hoc* committees, *e.g.*, the committee for developing the new honors program. Faculty committees are convened by their respective chairmen.

The department chairmen have much of the responsibility for the recruitment of lay faculty. Each chairman locates a suitable candidate for his department, conducts all preliminary correspondence, and submits his recommendations, together with substantiating documents, to the dean of the college. The dean reviews the case with the educational policies committee prior to inviting the candidate for personal interview. During the interview, the candidate is introduced to members of the department and interviewed by the chairman of the department, each member of the educational policies committee, and finally by the dean of the college. The dean considers also the written opinions of those who have seen and talked with the candidate, and, if the general opinion is favorable, the president is asked by the dean to appoint the candidate. The president of the college may request an interview with the candidate, depending on such factors as time and the nature of the position. The president then notifies the board of trustees of his decision. In the instance of the employment of a professor with tenure, the president refers the matter of decision to the board.

The promotion in rank of all faculty members, both lay and religious, and the promotion to tenure of all lay faculty members are the joint responsibilities of the dean of the college and the department chairmen. The criteria for promotion in rank are the same for all members of the faculty; tenure, however, has no significance among members of the Society of Jesus who are appointed to the faculty and transferred by the provincial. Each department chairman submits to the dean yearly evaluative reports on each member of the department. In addition, all faculty members annually submit to the dean their own reports on their publications, research, and public appearances before scholarly and civic groups. The committee on rank and tenure, composed of five faculty members appointed by the president upon the recommendation of the dean, reviews both groups of reports submitted by the dean and, in turn, makes recommendations to the president. The president makes the final decision after consulting the dean. In the event of a promotion to tenure, the president refers the matter to the board of trustees.

The budget committee meets annually to consider faculty salaries for the ensuing year and, when appropriate, to consider salaries in relation to faculty promotions. All salary increases are recommended to the committee by the head of the division and the department chairman through the dean; and the committee, in turn, makes recommendations to the president for final action. Instances in which full-time faculty members are retained without an annual increment are rare.

The president, upon the recommendation of the dean, appoints department chairmen and division heads for a period of 2 years. The appointments may be repeated indefinitely.

When a faculty member wishes to undertake a research project, he presents his request and plan to the faculty committee on research. The committee discusses it with the appropriate department chairman so that matters of rescheduling, facilities, and time may be arranged. If the project seems feasible, the committee makes a recommendation to the dean who then may request a grant from the faculty research funds administered by the budget committee.

The college provides expenses for any faculty member attending a professional meeting if he holds any office in the organization, reads a paper at the meeting, or acts on any organization committee. Other faculty members wishing to attend a professional meeting may submit a written request to the dean for authorization of a budget committee appropriation. Faculty attendance and participation in regional and local educational meetings is strongly encouraged. The records of attendance at educational meetings by members of the faculty are kept by the dean of the college.

Curriculum

Policy.—The general curriculums are established by the authority of the board of trustees. The development and furtherance of the policies of the board are the responsibilities of the dean and the educational policies committee who continually evaluate academic policies and their effectiveness. Since each division within the college is represented on the educational policies committee by the division head, accurate information concerning the curriculum is always obtainable. The dean acts on the recommendations of this committee to approve single course changes, additions, deletions, and such other matters as the approval of required reading lists. Neither the dean nor the committee may radically revise the general program of studies. Such action is authorized only by the president and the board of trustees.

Administration.—When specific curricular changes are made, they may be authorized by the dean, after consulting the educational policies committee. The request for the change may come from the department through the head of the division to the dean. On the other hand, suggestions for course changes may be made to any department by the educational policies committee or by the dean himself. Any change in the department of philosophy or theology, or in any course specifically required for a degree, must have the approval of the president and the board of trustees.

Instruction

Policy.—The dean of the college and the educational policies committee are responsible for reviewing the policies related to instruction and for considering proposals for changes which may be advanced by division and department heads, by faculty members, or by members of the administration. The requirements for degrees are formulated by the faculty as a whole and ratified by the president and the board of trustees.

Administration.—The registrar, who reports to the dean of the college, is chiefly responsible for registration procedures. Any major changes in these procedures are discussed with the dean for final approval. Scholastic awards are given by the president and the dean on the recommendation of the faculty as reported by the department chairmen. The registrar is consulted concerning the student's academic record before any awards are given.

The chairmen of the departments have the chief responsibility for all midsemester and final examinations. Before the examinations are administered, a copy of each examination is submitted to the office of the dean where it is kept on permanent file. Written and oral comprehensives in the area of the major concentration are required for all degrees. The department chairmen are responsible for the construction of the written comprehensive examinations, but the dean assigns the times and places for them. The faculty examining boards administering the oral comprehensives are appointed by the individual department chairmen, subject to the approval of the dean.

Department chairmen are responsible for grading practices within their departments. Each year the dean reviews grading standards with the department chairmen and recommends any revisions which seem necessary. Faculty members submit the final written examinations of any student who receives a final course grade of "*A*" or "*F*" to the department chairman who in turn transmits them to the dean for permanent file. The dean and the committee on admissions and degrees are responsible for certifying that all degree requirements are fulfilled.

Students who have less than a 2.0 credit-point average on a 4.0 system are automatically placed on academic probation. The registrar supplies a list of these students to the office of the dean. The assistant dean implements and supervises the programs of all students on academic probation, under the direction of the dean of the college. All remedial programs in basic skills, such as developmental reading programs, are supervised by the assistant dean of the college. No credit is allowed for any remedial work.

At the present time, honor students are being accommodated in special sections of the regular courses, with special arrangements for some tutorials. A special honors committee has been formed to develop a completely new honors program. After a recent series of faculty meetings, the dean appointed an *ad hoc* committee to develop an honors program proposal. Members of the committee and other members of the faculty have visited a number of institutions having different types of honors programs, have inspected the programs, and have gathered information on them. The committee at present is studying the relationship between the type and structure of the honors programs and the general curriculum and degree requirements of the institution in which each of the honors programs developed. The next step will be to study the entire curriculum and degree requirements in the light of the information gained in the preceding step before beginning to organize the honors curriculum.

The dean is directly responsible for the number of semester hours assigned to each faculty member. In special cases involving research projects or part-time administrative duties, the dean may approve a reduced teaching schedule. In these cases, arrangements are made by the dean with the chairman of the department. The registrar and the assistant dean collaborate on the scheduling of classes and on the assigning of classrooms and laboratories. Assigning faculty office space and approving faculty office hours are responsibilities of the assistant dean. The registrar schedules all midsemester and final examinations.

Should an individual faculty member find it necessary to be absent from classes, he must, if possible, secure the approval of the chairman of the department and notify the assistant dean of the college. The assistant dean, after consulting the chairman of the department, makes provision for the conduct of the classes during the faculty member's absence.

The head librarian supervises the operation of the library. He is directly responsible to the dean. The library committee consists of the head librarian as chairman and four faculty members appointed by the president. The function of this committee is to advise the head librarian on library problems, on the allocation of library funds, and on changes in library policy; it also aids in the implementing of the library objectives in its various services and programs.

The responsibility for textbook selection devolves primarily on the chairmen of the departments. In practice, each faculty member selects the textbooks for his courses, subject to the approval of the department chairman. In cases where there are multiple sections in a given course, the faculty members involved meet with the chairman of the department and select a common text for all the sections. When a faculty member, for good reason, wishes to use some text other than the one which has been chosen for general use in a multisectioned course, the exception can be allowed with the approval of the dean. When textbooks have been selected for the departmental offerings, the chairman of the department submits the list to the dean for approval.

The assistant dean is responsible for implementing the policy concerning audiovisual aids. The handling, storing, and moving of audiovisual material is done by college employees.

Student Services

Policy.—Student personnel policies are ordinarily the direct responsibility of the dean of students. In implementing his areas of responsibility, the dean of students is aided by the faculty committee on student life composed of the dean of students as chairman and four faculty members appointed by the president. The committee meets at least once a month, reviews all policies pertaining to student life, and makes such adjustments in student personnel policies as are necessary to maintain the objectives of the college.

The committee on admissions and degrees of the faculty conducts a yearly review of admissions policies and, if changes seem to be desirable, they make such recommendations through the dean to the president and the board of trustees. Suggestions for such changes may originate with the committee itself, with any of the departments, the dean, or the registrar. All admissions requirements as formulated by the faculty are ratified by the president and the board of trustees. As with policies regarding admission and degrees, the faculty formulates the policies on the academic progression and classification of students, and the president and board of trustees ratify the policies.

Administration.—The counseling of prospective students and their parents is the direct concern of the director of admissions, who is responsible to the dean of the college. A committee of two faculty members and two members of the public information office advise the director of admissions on matters involving recruiting practices, brochure-type literature, and college-day programs. The faculty committee on admissions and degrees assists the admissions director in processing and evaluating applications. The college requires that all prospective students submit Scholastic Aptitude Test (College Entrance Examination Board) scores, or scores from the American College Test, before admission. In special cases, however, the Regis College testing bureau administers the American College Test during freshman orientation week.

The registrar is responsible for maintaining student academic records; student nonacademic records—including those pertaining to disciplinary action, housing, health forms, guidance cards, and placement data—are under the supervision of the dean of students.

All academic counseling is under the direction of the assistant dean of the college. Each student is assigned to a faculty adviser who is provided with a copy of the student's academic record; and each student is required to visit his faculty adviser to have his program of studies approved before he registers for a new semester. All program changes in student registration are made by the assistant dean.

The registrar is responsible for carrying out policies regarding the academic classification of students and keeping the dean of the college informed. Midsemester and semester grades are transmitted to the students through the faculty advisers. The only exception to this procedure is at the end of the spring term when the registrar mails the grades to the students' home addresses, usually about mid-June. All correspondence with parents regarding students in academic difficulties is the responsibility of the assistant academic dean, as are all other routine inquiries from parents regarding the academic progress of their sons.

Faculty members are allowed to establish their own regulations regarding student absences from classes. If, however, a faculty member determines that any student is to receive a failing mark for missing more than a definite number of classes, then this regulation must be registered in the dean's office and the students in the class must be notified of the regulation in writing at the beginning of the semester. This matter is under the supervision of the assistant dean of the college.

Any person wishing financial assistance may apply to the faculty committee on student aid and scholarships. This committee is responsible for evaluating and determining the amount and kind of assistance which the student should receive—whether it be scholarship, student assistantship, grant-in-aid, or loan. These programs are administered by the director of business and finance.

Regis College maintains a placement office, under a placement director, for students who wish to obtain part-time work or for graduating seniors interested in full-time employment. During the school year, the placement director arranges for representatives of companies and Government agencies to visit the campus and interview seniors.

All cocurricular activities are under the jurisdiction of the dean of students. However, the executive board of the student senate plays an important part in many of these affairs, and any new student organization must have the approval of the executive board of the student senate before the dean of students will approve its establishment on campus. The executive board must also approve the social calendars of all student organizations before they are submitted to the dean of students for final approval. Finally, the executive board of the student senate has the authority to suspend temporarily any student organization for failure to comply with regulations established by the dean of students and the student life committee regarding cocurricular activities of campus organizations.

Budget

Policy.—The board of trustees is legally and ultimately responsible for the fiscal well-being of the college. It establishes all tuition charges and fees. Similarly, the board of trustees is finally responsible for the disposition of all funds and all budget determinations.

Administration of Budget Preparation.—In practice, the president and the director of business and finance have the immediate responsibility of constructing and managing the budget. To assist these two officers of the college in this work, a committee for budget composed of the president, the director of business and finance, the dean of the college, and two other staff members was established in 1956. Requests for budget allocations are made through the college's established channels of authority to one of the four administrative officers of the college who answer directly to the president: the assistant to the president, the dean of the college, the dean of students, and the director of business and finance. Maintenance personnel, for example, make their requests through the superintendent of buildings and maintenance to the director of business and finance; a foreign language director makes his request through the chairman of the department of foreign languages to the head of the division of humanities to the dean of the college. After the requests are collated by the director of business and finance, the committee for budget drafts a proposed budget which is directed to the board of trustees for final approval.

It is the responsibility of the dean of the college to make certain that reasonable provisions are made in the proposed budget for faculty salaries as well as for all the materials necessary for activities of the college. The dean of the college is assisted in this by the committee on rank and tenure, by the faculty committee on educational policies, and by recommendations of individuals and department chairmen. The dean is responsible for the faculty travel budget. He evaluates and determines the amount to be allotted according to the location of a meeting, the degree of participation of the faculty member in past meetings, the degree of involvement in the meeting in question, the strength of the recommendation from the division head, and the budget.

The head librarian, in consultation with the faculty library committee, prepares for the dean all budget requests for library acquisitions and materials. When library salaries are established, the librarians are considered with the teaching faculty; salaries for the library clerical staff are reviewed with those of the clerical staff of the rest of the college.

All capital construction is excluded from the normal budget, since it is not financed from operating funds. The president, the assistant to the president, the dean of the college, and the other members of the board of trustees of the college are responsible for the budgeting of all capital maintenance or expansion from funds obtained through the college development program.

The budget for the coming year is published on June first. After this time, should any administrator discover that his budget is in-sufficient by reason of neglected considerations or unforeseeable contingencies, he may make a request for budget adjustment in October.

Administration of Budget Control.—Budget requests are to be made in reasonable detail. Persons receiving budget allocations in the approved budget are authorized to spend the allocated funds without further approval, but they are expected to use purchase order forms provided by the office of the director of business and finance. No one is authorized to transfer funds from one budget account to another or from one specific expenditure account to another without approval in writing from the committee for budget or, in emergencies, from the president of the college.

Analysis

As a Jesuit college, Regis aims both at the intellectual and moral training of its students, therefore, policies must be carefully formulated which work harmoniously to this double objective. Care must be taken that moral development is not emphasized to the detriment of the intellectual, and vice versa. Since it is true that the college receives no funds from church or State, it enjoys great freedom in experimenting with new programs and curricular procedures.

In the administration of the policy of the college, the well-defined objectives of Jesuit education are a great asset. The relatively tight administrative structure contributes greatly to efficient, consistent administration of policy. Special attention must be paid to see, however, that the mechanisms allowed for the evaluation and change of administrative policies and their execution are utilized.

It is also important in a private institution such as Regis for the members of the administration and faculty to be active in national and professional organizations, to insure that the institution will maintain a cosmopolitan approach to its objectives, and to insure a vital professional mentality in its staff. In a private institution the size of Regis, which operates on a limited budget, it is a strain on the finances to provide adequate funds for faculty travel. To date, it has not been possible to provide sufficient funds to adequately achieve this objective.

The academic counseling program in the college also leaves much to be desired. The theory of the Regis program seems sound and, in many instances, works very well. We have not been able to identify a sufficient number of faculty members who are, at the same time, competent for the task and willing to assume it. Another major difficulty is the fact that the college's program requires considerable time on the part of the faculty members involved. They should be given a substantially reduced teaching load, usually impossible at this time, so that they may devote enough time to the program to achieve maximum effectiveness. Much more consideration also needs to be given to the coordination of cocurricular and extracurricular activities in the college.

Many of these problems are partially rooted in financial consideration, but much more is needed in the line of cooperative, specialized studies within the institution to determine the extent, ramifications, and solutions to these problems. An institutional self-study scheduled for completion in September 1962 has been a definite step in the proper direction.

Changes Reported

The above-mentioned institutional self-study has been completed; as a result, changes are being made in both the curriculum and administrative procedures.

CHAPTER X

Southwestern at Memphis

by Jameson M. Jones
Dean of the College

SOUTHWESTERN AT MEMPHIS makes considerable use of committees as well as of administrative officers in both policy development and policy administration in the academic area. The administrative officers most heavily involved in academic policy development and administration are the president, the dean of the college,[1] the dean of men, the dean of women, the dean of admissions and records, the comptroller, and the dean of continuing education. In recent years, the great development of activities connected with student recruitment and admissions has suggested the advisability of incorporating the traditional offices of registrar and admissions officer under one staff officer, dean of admissions and records. The dean of admissions and records has oversight on all matters pertaining to admission of students and also all matters pertaining to the registration and keeping of permanent records internally.

It is likely that the administration of academic affairs at Southwestern evolved in the following way. In the old days, the president was both a teaching member of the faculty and also the chief administrative officer, a *primus inter pares*. In 1925, when the college was moved from Clarksville to Memphis and the duties increased, the office of dean of the college was established to administer routine policy. As financial and promotional areas developed more and more into distinct fields of administration, the dean of the college stood out more clearly as an academic and disciplinary office. Just as the general administrative function has never been completely separated from the faculty, however, so also the president has never become "just a fund raiser," and the dean of the college has never been strictly defined as "just academic." Through the years, as this introductory section indicates, other academic officers and committees have arisen to share in the administration of academic affairs.

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[1] Southwestern at Memphis has no officer called *academic dean* and the dean of the college possibly comes closest to being the academic dean.

In this study, when the term *dean* is used without qualification, it is understood as dean of the college.

At the end of each academic session, the various academic departments report to the dean who then reports to the president. The dean of alumni and development, the dean of admissions and records, the dean of continuing education, the director of the college of music, and the librarian all report directly to the president. The president then incorporates material from all these reports in his annual report to the board of directors.

Various members of the faculty, including the administrative officers, participate in the college's thriving noncredit adult education program in the liberal arts and fine arts fields. This program has been developed at Southwestern over the past 16 years. Although there is some interaction between the noncredit programs for adults and the undergraduate curriculum, the adult education program is relatively independent, and the person who directs it is considered to be operating a distinct area in the academic field, bears the title of dean of continuing education, and reports directly to the president.

The faculty organization is the concern primarily of the president of the college who appoints the committees—in consultation with the dean—prepares the agenda for faculty meetings, and presides at the meetings.

The most significant and heavily involved academic administration committees are the following: the committee on administration, the classification committee, the committee on curriculum and instruction, and the committee on admissions and student aid. The committee on administration is the most general of the committees in its responsibilities and the most active in those phases which concern the dean of the college, the dean of men, and the dean of women. The dean of the college is chairman of this committee. To some extent, this committee overlaps the other three committees and functions as the executive committee of the faculty. The responsibilities of the committee on administration and its relation to the faculty as a whole and to other committees may be seen in part by pointing out that the membership of the committee includes the dean of the college, the dean of men, the dean of women, the associate registrar, the chairman of the classification committee, the chairman of the curriculum committee, and the dean of admissions and records. On the other hand, the committees on curriculum, classification, and admissions and student aid are autonomous, develop their own policy, and work out their own areas of administration. In other words, they tend to parallel the committee on administration rather than to be subordinate to it.

The dean of the college is a member of the committee on curriculum and instruction as well as the committee on administration. He is not, however, a member of the committee on classification or of the committee on admissions and student aid. Both the committee on curriculum and instruction and the committee on classification have as chairmen faculty members who are not administrative officers. The dean of admissions and records is chairman of the committee on admissions and student aid. Perhaps it can be seen from this resumé of various committees and administrative officers that the entire field of academic administration is overseen by an interlocking system of directorates. The president of the college, who is an *ex officio* member of all standing committees, is the only administrative officer who bridges all the committees.

It should also be pointed out that Southwestern operates a department of music called the college of music in which preparatory students are taught as well as undergraduates. The director of the college of music reports directly to the president although he is a member of the committee on administration. Although the college of music is largely outside the undergraduate academic complex, the director and two or three staff members engaged in the undergraduate classroom instruction of music students blend into the pattern outlined above.

Faculty

Policy.—The charter of Southwestern at Memphis defines personnel policy only in the broadest of outlines, and the board of directors is involved in the development of personnel policy only to the extent that it has responsibility to see that the institution remains within the confines of the charter. The president, a staff of administrative officers, and the faculty have the actual responsibility for developing policy although the president and the dean of the college are the persons primarily involved with policy decisions in this area. In nearly every case where a policy decision affects an already existing organization of personnel, faculty members and administrative officers are brought in for consultation and participation in the decision.

The development of personnel policy at Southwestern could be characterized as informal rather than formal. In actual practice, suggestions for policy change may come from many sources, such as the dean, an academic department, or a faculty member in faculty meeting. It is characteristic of Southwestern that no hard and fast line is drawn between developing policy and carrying it out. Generally speaking, suggestions for changes will come from persons who are charged with administering policy.

Administration.—The president and the dean of the college take responsibility for the recruitment, selection, and appointment of faculty personnel, generally, conjointly. In some cases, the president refers the process to the dean and comes in himself only at the final stages. In other cases where the department concerned, and in particular the chairman of the department, is of long standing on the faculty, the department chairman carries through the early stages of the process. In every case, a prospective member of the faculty visits the campus before his selection and not only has interviews with the president, the department chairman, and the dean, but also meets informally with other members of the faculty. After the interview, there is generally some consultation involving all those persons who have met the prospective candidate. The final decision then is made by the president in consultation with the department chairman and the dean.

All initial appointments are for one year. When appointments are made for a second year, it is generally understood that the college leans to the hope that the appointment will be permanent. Persons who have taught for 3 successive years at the college are assumed to be on tenure if their rank is assistant professor or above. In the year 1960–61, the faculty of 56 persons consisted of 28 full professors, 17 associate professors, 10 assistant professors, and 1 instructor.

The promotion of faculty members in rank is a decision resting with the president and the dean. Since there is no policy at Southwestern limiting the number of teachers in any given rank at any given time, the general practice is to advance the rank of teachers on the grounds of length of service, degrees completed, and demonstration of effectiveness. Departmental chairmen from time to time may recommend either to the president or to the dean that a professor be advanced in rank or not be advanced in rank. These suggestions are more on an informal basis, and there is no formal provision for calling for such recommendations. The president reports all new appointments and all changes in rank to the board of directors, but the board's function is one of approving rather than recommending.

Salary increases for individual faculty members are determined by the president, although in most cases there is consultation with the dean. Salary increases for individual faculty members come about through across-the-board raises, length of service on the faculty, completion of the terminal degree, or general effectiveness. There are no division chairmen at Southwestern; the president selects and appoints department chairmen. The college has no policy concerning length of service of department chairmen.

Southwestern sets aside a sum each year for faculty research, and a small committee of the faculty, including the dean, acts on proposals for individual grants submitted by faculty members. Faculty members who have contracts with outside agencies for research go directly to the president for approval. Expenditures for faculty professional travel are approved either by the president or the dean.

Curriculum

Policy.—A faculty committee on curriculum appointed by the president in consultation with the dean has the responsibility for developing and administering policy in regard to curriculum. This curriculum committee is composed of 14 members, including the dean; it changes slightly from year to year so that various faculty members may gain experience on it and so that it may be representative of the various fields of instruction.

The curriculum committee brings its major recommendations of policy before the faculty as a whole for endorsement. The committee has responsibility not only for development of general degree requirements, the development of new programs of instruction, and changes in major requirements, but also for reviewing requests from individual students for exceptions in the required program of instruction. Furthermore, the curriculum committee has the responsibility of recommending to the faculty at the end of the year the names of those students who have successfully completed all requirements for the degree at Southwestern. This last responsibility is largely a formality, since the records office checks and clears the records of individual students. Although the dean is a member and *not* the chairman of the curriculum committee, his work is closely tied in with the committee, and the committee refers much of the routine administration of policy to him.

Administration.—The idea implicit in the administrative organization of curriculum at Southwestern is that responsibility and initiative should rest in the faculty as a whole, including the president and the dean of the college. The role of the curriculum committee in determining policy and in administering policy gives expression to this idea. While the faculty as a whole and the curriculum committee naturally look to the dean for stimulation and suggestions, the responsibility for developing the curriculum also rests with the chairman of the committee, with all the members of the committee, and with faculty members at large.

A recent example of faculty study in the area of curriculum illustrates how Southwestern administers curriculum policy. The dean assembled data concerning size of classes, the number of courses offered in departments, and the cost of instruction. The suggestion was made in faculty meeting that the curriculum committee consider studies to improve the efficiency of the program of instruction. The curriculum committee took up this matter and appointed three subcommittees: one to deal with departmental offerings and major requirements, one to deal with degree requirements and advanced placement, and one to deal with instructional efficiency and teaching machines. The three subcommittees composed of members of the curriculum committee were further enlarged by volunteer members of the faculty interested in one phase or another of the study. The subcommittee dealing with major requirements and departmental offerings, after several meetings, invited departmental representatives for discussion and submitted a questionnaire to each of the departments. The three subcommittees eventually made recommendations to the curriculum committee as a whole which, in time, presented recommendations to the faculty as a whole for its endorsement or rejection.

All proposals for additions and deletions of courses must pass through the curriculum committee. The normal procedure is for a department to make recommendations about specific courses and to appear before the committee to justify the recommendations. The addition and deletion of programs of instruction naturally occur much more rarely than do the addition and deletion of courses. Before the addition of the most recent major program at Southwestern, international studies, there were extensive conversations outside the committee among the departments of political science, economics, and history. The recommendations that came out of these discussions were then laid before the curriculum committee for its endorsement. When the curriculum committee had studied the proposed program, it recommended to the faculty that a program of studies in international relations be instituted.

Combination courses and interdepartmental courses are brought into the curriculum in somewhat the same manner as new programs of instruction. Typically, various members of departments interested in the field get together for discussion and planning. These persons draw up a prospectus for the course, indicating the material to be covered and the personnel to teach the course, and lay this before the curriculum committee for approval. The action can flow the other way, however. The curriculum committee might suggest to the several departments in the natural sciences that the practicality of devising a general course in natural science be studied.

Instruction

Policy.—The organizational tendency at Southwestern has been always to avoid hierarchical patterns and wide separation between the administrative and teaching functions. For example, the dean of the college, the dean of men, the dean of admissions and records, and the dean of continuing education have regular teaching assignments and are members of academic departments as well as administrative officers. Reference has already been made to the fact that the aim at Southwestern is that those who have the responsibility for administering policy also have a hand in developing and changing policy. Consistent with this general tendency is the pattern of giving the administrative functions not only to administrative officers but also to faculty committees. The result is to produce a working organization characterized by decentralization and division of labor rather than by centralization and hierarchy.

The development of policy relating to instruction and the administration of this policy illustrate very well the characteristic division of labor and power at Southwestern. The faculty as a whole, rather than any administrative officer or any committee, has the ultimate responsibility and authority in matters relating to instruction. Possibly the most heavily involved persons in this area are the dean of the college and members of the committee on administration of which the dean is chairman. This committee on administration is in many ways an executive committee of the faculty, set up to transact daily business between the monthly faculty meetings. The committee meets on call of the dean whenever problems arise that need the committee's attention.

At Southwestern, the dean of admissions and records also has definite responsibilities in the field of instruction. He is heavily involved with those activities most generally associated with the office of the registrar and is supported by a faculty classification committee which is particularly busy during registration at the beginning of each semester. The classification committee, whose chairman is a faculty member, generally oversees the programs of study elected by the students. Every student registration must have the approval of this committee.

Certain other areas of instruction also exhibit decentralization of responsibility. For example, Southwestern for years has had a faculty committee on its honors and tutorial programs. This faculty committee develops and evaluates policy and also oversees the administration of the honors program. Again, the college has a faculty library committee which determines library policy. The fact that there are 43 persons comprising the four committees mentioned above (administration, classification, honors and tutorials, and library) suggests how wide is the direct involvement of faculty and administrative staff in the development of policy relating to instruction.

An example of a policy change in this area during the 1960–61 session may illustrate the process at Southwestern. Three members of the faculty interested themselves in policies concerning academic probation and suspension and drew up a memorandum aimed at tightening up the college rules in this area. At the suggestion of the dean of the college, the faculty members first presented their memorandum to the committee on administration. The committee on administration invited the three to participate in some discussions on the subject. The result of the discussions was a memorandum from the committee on administration which incorporated some of the suggestions of the three faculty members and dealt negatively with other suggestions. Both memorandums were circulated in mimeographed form among the faculty, and, subsequently, a regular faculty meeting was largely given over to a debate on the matter. The faculty voted to endorse the memorandum of the administrative committee.

Administration.—Although the classification committee has considerable involvement in the process of registration, the organization and mechanics of the process are largely the responsibility of the dean of admissions and records, the associate registrar, and their staffs. Southwestern sets aside a week or 10 days during the semester for preregistration. During this period students seek out their faculty advisers, plan their courses for the following semester, make out a course registration, and get the endorsement of the classification committee. Subsequently, at the registration period at the beginning of the semester, students who need to make no changes in their registration can skip the customary registration procedure. Entering students plan their courses with faculty advisers who have been assigned to them.

For some years all terminal examinations have been copied and reproduced in the desired numbers according to an agreed-on form by a member or members of the college secretarial staff. Copies of all terminal examinations are filed at the end of the term in the records office. The individual professor and the departments have charge of their own examinations. The comprehensive examinations for seniors and the language proficiency examination are the responsibilities of the various departments concerned. The grading of students is left entirely in the hands of the instructor in the course, and the marking system used is long established. Should a change in the marking system be desired, it would doubtless come before the committee on administration and thence to the faculty. If a professor discovers a mistake has been made in a grade, a representation in writing is made to the committee on administration, and, upon its endorsement, a change is made in the student's record.

The only remedial program in basic skills attempted by Southwestern is a modest program in reading. This program is set up on a voluntary basis and has worked out by the dean of the college in connection with the professor who handles the remedial program.

Scholastic awards at Southwestern take the form of membership in honorary societies such as Phi Beta Kappa, honor rolls such as the dean's list, and prizes awarded at end of term for outstanding achievement in various courses or departments. There is no one committee or person who administers this entire program. All such citations or awards pass through the office of records, since they are matters of a student's permanent record. Only the honors program is under the direct administration of a faculty committee on honors. This program allows and encourages certain students to undertake an individual honors project rather than the normal course work in their junior and senior years.

Academic probation and student discipline are largely the responsibility of the committee on administration. This committee reviews the records of students at the end of each semester and puts on academic probation those who have fallen significantly below a "C" average. It is then the responsibility of the dean of the college, along with the dean of men and the dean of women, to counsel these students as well as those who have been put on academic suspension. The dean of the college sends individual letters to the students put on probation or suspended.

The dean of the college is responsible for the initial orientation of new faculty members. This orientation is informal and is continued by the colleagues of the new faculty member, especially those in his own department.

There is a general understanding that both hours in the classroom and number of students go into the matter of computing the teacher load of any instructor. At the beginning of each semester, the office of the dean of admissions and records prepares a form showing the course load and the student load of each professor and each department. Both the president and the dean of the college review this report to note any load that seems excessively heavy or excessively light. It is primarily the responsibility of the dean to see that the distribution remains fair and equitable.

In making out schedules for classes and for final examinations, the processes have become traditional. The schedules are made out by the office of admissions and records, and variations occur whenever necessity demands. Individual instructors or departments can make representations to the office of admissions and records whenever they like about changing the time of some class. Frequently, the dean of the college is brought in on these discussions if the change seems one that might involve a great number of students or might conflict with other classes. In general, the same procedure is used in the scheduling of classrooms, laboratories, faculty office space, or other space used for instruction. By and large, the scheduling and assignment of such space has become a routine matter to be charted each year by the office of admissions and records. However, it frequently becomes the responsibility of the dean of the college to help mediate a conflict of interest or to see that additional space is provided for some faculty member who needs an office.

At the beginning of each session, the faculty members turn in to the dean the office hours which they intend to keep during that term. A list of faculty members with their offices and their office hours is then made out and reproduced for distribution. Faculty members also report to the dean any absence from class which they anticipate. In most cases, the professor concerned will have made arrangements for some colleague to take his class during his absence.

The purpose of the library committee is to assure the maximum effectiveness of the library in the instructional program of the college. It has a faculty member as its chairman, and the librarian serves as secretary for the committee. This committee sets up the budget for the library and allocates to each department the amount it can spend on books and periodicals for the year. It receives from the various departments any requests they might have for special allocations or for raises in the amounts of their book budgets. The library committee also makes the policies and rules regarding hours the library is to be kept open, rules governing student use of the library and study rooms, and other policy matters affecting use of the library. The committee finds that it must continually assess the library collection in terms of the college's instructional program and general educational need.

In addition to the book and periodical collection in the library, there is also a collection of musical recordings, together with some listening booths for students. Each academic department is its own repository for whatever audiovisual materials it uses regularly in instruction. Southwestern has followed the policy of decentralization here as elsewhere.

Each instructor is generally responsible for the selection of textbooks and other source materials to be used in his own courses. Where more than one instructor shares in the responsibility for a single course, an agreement is worked out on textbook selection. In these cases, it becomes a departmental matter or a matter for the team teaching the course rather than a decision for the individual instructor alone.

Student Services

Policy.—In the area of student services, the general tendency toward division of responsibility and absence of hierarchy referred to in the sections above is discernible. Most heavily involved in policies relating to student services are the dean, the dean of men, the dean of women, and the dean of admissions and records. The president of the college keeps in touch with policy developments in this area just as he does in the areas of personnel policy and curriculum. The comptroller of the college is also involved in the development of policy relating to student services, particularly as these policies touch on financial aid to students and health insurance. Other persons involved in the area of student services are the alumni secretary who handles job placement of students and the director of vocational guidance. The faculty committees active in this area are the committee on administration, the classification committee, and the committee on admissions and student aid.

Administration.—The recruitment and admission of students is largely the responsibility of the dean of admissions and records together with the committee on admissions and student aid. The committee is composed of the dean of admissions and records who is chairman, a faculty member who is associate chairman, the associate registrar, the dean of men, the dean of women, the admissions counselor, the comptroller, and a second faculty member. This committee sets and administers the policies both for admission to the college and for financial aid from the college. Insofar as recruitment of students is concerned, the dean of admissions and records works out the program along with the admissions counselor and, occasionally, the dean of alumni and development. The program of recruitment profits from the cooperation and aid of alumni, the church constituency, and counselors and principals of high schools. The committee determines the acceptability both of applications for admission to the college and of applications for financial aid. The College Entrance Examination Board tests have been used by the college for some years, and every applicant is required to take the Scholastic Aptitude Test.

Test scores, along with the high school records and principals' recommendations, are kept on file in the office of the dean of admissions and records. This same office is the repository for the student's academic record while he is at Southwestern as well as nonacademic records of various sorts. The dean of men and the dean of women also keep current records on men and women students, but the office of the dean of admissions and records is the final repository for all permanent records of Southwestern students.

Freshman students are allowed as many absences in any given course as semester hours of credit which that course carries. Instructors are charged with the weekly responsibility of turning in absence reports on freshman students to the office of admissions and records. Whenever a freshman student's absences exceed the number of semester hours of credit carried by the course, the situation comes to the attention of the dean of men or the dean of women. Class attendance for upperclassmen is a matter of overt concern whenever in the instructor's judgment the student has missed sufficient classes to jeopardize his standing in the course. Whenever this occurs, the instructor indicates the fact to the dean of men or the dean of women and the student is called in for a conference. If the absences persist after this warning, the student is dropped from the course or from the college.

A committee on student welfare composed of the dean of men, the dean of women, the dean of the college, faculty members, and students has general oversight of extracurricular and cocurricular activities. The chief concern of the committee, however, is with extracurricular rather than cocurricular activities. So far as the latter are concerned, the various departments initiate clubs at their own discretion. The dean of the college does have responsibilities, however, in regard to visiting lecturers and special convocation programs from time to time.

Budget

Policy.—The development of policy for budget is the responsibility of the president and the comptroller with the concurrence of the executive committee of the board of directors.

Administration of Budget Preparation.—The preparation and administration of the budget for academic purposes is the concern of the president and the comptroller. Individual salaries are established by consultation between the president and the dean, but the total instructional budget is prepared by the president and the comptroller. The same situation holds true in instructional materials. In some departments, notably, the sciences, there are budgets; in most departments of instruction, however, needs are met on a day-to-day basis from a general budget item for classroom supplies. In such cases, the teacher or the department chairman may either go directly to the president or the comptroller, or he may make a request through the dean. Expenditures for library salaries and library books and materials are budgeted by the president and the comptroller in consultation with the librarian. No departmental budget is prepared for materials for academic offices, but the general budget, on the basis of experience, has provision for such items. The total budget for educational and general operations, auxiliary enterprises, and capital construction is prepared by the president in consultation with the comptroller.

Administration of Budget Control.—Approval of purchase orders for academic materials is made by the comptroller. In some cases, a faculty member who wishes to purchase something such as a typewriter or projector will submit a memorandum to the dean who passes it on to the comptroller. All transfers of funds, including those budgeted for academic administration, are made by the president and/or the comptroller.

Analysis

The strength of the organization of academic administration at Southwestern is the wide involvement of both administrative officers and faculty in policy development. The stimulus for policy development can come from any one of a number of administrative offices, from standing faculty committees, or from members of the faculty at large. This fluid situation tends to prevent the organization from developing mechanical rigidity, tends frequently to bring together the various persons involved in administration for discussion of problems and consensus of judgment, and tends to keep the president of the college in close touch with policy development in the various phases of the academic area. The president, as *ex officio* member of all standing committees, is the one bridging element among all various "islands" of academic administration. Reference has already been made to the fact that the academic administration pattern tends to prevent a gulf opening between teaching and administration.

The informal and personal organizational pattern at Southwestern, however, has the added advantage of avoiding administrative red tape. It means that most decisions affecting a student are collective decisions and therefore lacking in the arbitrariness which might characterize the decisions of any single person or decisions based simply on rules.

In an organizational pattern like the one at Southwestern, however, particular consideration must be given to maintaining a traditional and community spirit throughout the college. As long as this common bond is experienced and as long as the president is positively interested in and has time for academic administration, the organization holds together. Unless these factors are present, overall and long-range planning for the entire academic life of the institution might so spread out among the many participants that there would be no fixed and clear responsibility for policy development.

Problems arise in this informal type of organization—unusual situations develop which do not fit clearly into traditionally determined responsibilities of the extant committees or administrative officers. As long as the college is small, conferences can readily establish an answer to such situations. If the college grows significantly larger, such informal procedures may prove inadequate.

Finally, academic administration suffers most from the absence of explicit departmental budgets for the academic program. The various departments operate on a day-to-day or *ad hoc* basis so far as expenditures for equipment and instructional needs are concerned. However, in the total picture, such expenditures are relatively small.

CHAPTER XI

Whitman College

by Paul J. Jackson
Dean of the Faculty

FOR MANY YEARS there were three divisional subfaculties in Whitman College, and the officer of each division was an academic dean. This system was abolished in 1949 and a dean of the faculty was appointed. Since that time, the dean of the faculty has been the only academic dean.

Those individuals in the college who report directly to the dean of the faculty and submit annual reports and budget requests are: the chairmen of each of the five divisional subfaculties, the registrar, the director of admissions and director of premajor counselors, the librarian, and the director of the curriculum. The dean of the faculty, of course, has frequent meetings with individual faculty members to discuss various problems, academic and otherwise, that often arise. It has long been a custom at the college, however, that any of these individuals may go to the president direct with any unusual problem if he so wishes. In practice, the president generally consults with the dean of the faculty in such cases if policy is involved.

In the spring of each year, the dean of the faculty submits a formal report to the president of the significant activities during the current academic year of all offices under his supervision. He also submits a report of all budget requests from these offices. He makes no formal report to any other officer or to any board or agency.

The material which follows in this case study in academic administration at Whitman College will be more clearly understood if the composition of four of the permanent administrative and faculty units in the composition of the college—the president's council, the faculty council, the curriculum coordinating committee, and the council on student affairs—is first described.

The president's council was set up by the president of the college for the purpose of considering administrative problems as they arise and assisting in making decisions on such problems when necessary. Its members, appointed by the president, are the vice president in charge of financial development, the treasurer of the college, the business manager, the dean of administration, and the dean of the faculty. The secretary to the president acts as secretary for the president's council. One of the most important functions of the president's council is assisting in the assembly of the annual budget for the president who then sends it to the board of trustees for the final approval. As in other administrative matters, final decisions on budget items remain with the president.

The president has increasingly relied upon the president's council for cooperative decision making. The decisions of the council, however, are not incursions upon the president's authority, for ultimate authority and responsibility for all decisions arrived at by the council must remain his. Although each member of the council is an administrative officer of the college with clearly designated lines of authority and areas of activity, yet the functions of each office are clarified by the discussion of problems in each area and by the easy lines of communication thus created. Since the president's council has been functioning actively, there has developed a greatly increased awareness and agreement among the officers of the administration concerning the problems, the policies, and the development of the college.

In the meetings of the president's council, the president and the dean of the faculty have been able to acquaint the other officers of administration with a precise picture of academic problems and have received practical cooperation in unexpected ways. Increased cooperation because of adequate communication has been equally effective in the reverse direction.

The general policy of the college has been to reduce the number of faculty committees by transferring their former functions to the faculty council. The faculty council is a preconsidering, advisory, reviewing, and determinative agency of the general faculty. It is responsible for (1) matters pertaining to educational policy; (2) decisions pertaining to the administration of the legislation of the faculty; (3) actions on student requests for modification of and relief from college regulations; (4) other matters involving the relationship of the faculty and its policies with administration and with students; and (5) such other matters of policy or operational procedure as may be presented to it by the president of the college and the chairman of the council. All actions of the faculty council, however, are subject to approval by the general faculty. Composed of five members of the teaching faculty with the rank of assistant professor or above who do not hold any of the principal administrative offices, the faculty council is elected for a term of 5 years, one new member being elected each year.

The chairman of the faculty council, appointed by the president of the college, is the dean of the faculty. He and the *ex officio* members of the council have no vote. The *ex officio* members are: the president of the college, the dean of the faculty, the dean of administration, the registrar, the director of admissions and freshmen counseling, and the director of the curriculum. The faculty council, in existence since 1949, has replaced several committees which formerly existed.

The curriculum coordinating committee consists of members of the faculty council and the chairmen of each of the five divisional subfaculties. All requests for changes, additions, or deletions of courses or curricular programs from the divisional subfaculties must be presented to this committee for concurrence before they can be presented to the general faculty for action. It is an advising and recommending body only; its main function is to consider any proposed curricular changes in the light of the total curriculum and the educational philosophy of the college.

Finally, the general faculty has delegated to the council on student affairs the authority to consider and act upon those cases of student conduct which are brought to it either by the director of men's affairs or the director of women's affairs. Its voting members consist of three members of the voting faculty elected each for a 3-year term by the faculty and three student members elected by the associated students for similar terms. Its chairman is the dean of administration.

Whitman College is accredited by and is a member of the Northwest Association of Secondary and Higher Schools. Several members of the faculty have served from time to time as members of visiting teams of the association for accrediting or reaccrediting other colleges and universities in the region.

Faculty

Policy.—In the development of faculty personnel policy, the president consults the general faculty, the faculty council, and the dean of the faculty. A growing emphasis is being placed on the cooperation of senior professors in each department, the chairmen of the divisions, the dean of the faculty, and the president in all decisions concerning additions to the faculty. The faculty council and the president's council have both devoted a great deal of time to the discussion of the desirable amount of expansion of faculty personnel and the future rate of that expansion in light of the educational philosophy of Whitman

College. Moreover, recruitment policies are being examined during the current academic year with reference to projected curricular needs and the educational purposes of the college.

A tenure policy of the college was established in 1951, largely as a result of urgent requests by the local chapter of the American Association of University Professors. The then dean of the faculty took little part in the proceedings. The president of the college agreed to the proposed tenure regulations and submitted them to the board of trustees, which body approved them. As amended and revised in 1959, the bylaws of the constitution of the college concerning this policy read as follows:

> Except in the case of an original appointment to the faculty, all appointments at the rank of professor shall be for indefinite tenure. . . .
>
> Persons holding the rank of associate professor, assistant professor, and instructor may be given indefinite tenure by special vote of the board of trustees at any time, but any such who have not been given indefinite tenure prior to the end of their sixth year of service shall at that time be notified in writing whether they will be given indefinite tenure at the end of their seventh year of service; and in the event that indefinite tenure is not to be given, such persons shall not be continued in the service of the college beyond the end of their seventh year of service. Regardless of the status of his tenure, every member of the faculty is subject to retirement at the end of the academic year in which his 65th birthday occurs. Appointments to administrative offices, such as director, dean, or any other nonteaching position, shall carry no rights of tenure either definite or indefinite.

Finally, tenure regulations do not apply to part-time members of the instructional staff. Faculty promotions in rank are the responsibility of the president and the dean of the faculty with the advice of the faculty council. The main considerations for promotion are merit, particularly in teaching; years of service; research and scholarly achievements; and service to the college community.

The policy on salary increases for individual faculty members was mainly initiated by the president of the college. The policy was submitted for comment to the president's council, the faculty council, and the general faculty. The dean of the faculty was separately consulted. This policy sets minimum and maximum salaries for each rank, without overlapping. The criteria used for promotion in rank apply equally to salary increases.

Since the size of most of the departments in the college is small, it has been the policy of the college since the 1930's to use academic divisions as administrative units, rather than departments. There are five such divisions: social sciences, the humanities, basic sciences, music and art, and health and physical education. The faculty members of each division elect their own division chairman for a term of 3 years. Such matters as curricular changes and requests for budgetary allocations are initiated in the meetings of each division. The chairman of each division is responsible for seeing that such matters are brought to the attention of the appropriate committee or to the dean of the faculty. All budgetary expenditures by faculty members must be approved by the respective division chairman.

Policy on the expenditure of funds for contract research was established by the president, the business manager, and the faculty member concerned at the time that the first National Science Foundation grant was awarded to the college for research in chemistry. The president of the college also initiates the annual budgeting of a fund for faculty professional travel. The dean of the faculty is the sole administrator of this fund.

Administration.—The faculty consists of the president of the college; the deans; all members of the instructional staff possessing the rank of professor, associate professor, assistant professor, or instructor; the registrar; the librarian; the director of admissions; and other administrative officers who have been granted professorial rank. The officers of the faculty are the president, the deans, and a secretary.

Meetings of the general faculty are usually held once a month. At each meeting, recommendations for faculty action are presented by the secretary of the faculty council and the secretaries of each of the divisional faculties. The agenda for each faculty meeting is prepared in the president's office, and the deans and all members of the faculty are asked to inform that office ahead of time of all matters which they wish to have included in the agenda. The president acts as chairman at faculty meetings; in his absence, the dean of the faculty acts as chairman. To consider special problems, extra meetings of the faculty called "educational meetings" are occasionally held.

The administration of the recruitment, selection, and appointment of faculty personnel has followed the announced policy very closely. Senior professors in the respective departments have been active in the process and have consulted frequently with the dean of the faculty. Most of the interviewing with prospective faculty members has been done by either the president of the college or the dean of the faculty, depending upon traveling schedules and the limitations of the budget. Whenever feasible, applicants have been brought to the campus at the college's expense. When these visits have occurred, it has been arranged that several members of the faculty have an opportunity to talk at length with the applicant.

A separate *ad hoc* committee is appointed to consider each appointment to a position of tenure or promotion in rank. The committee consists of the senior professor of the department in which the prospective appointee is a member (or a closely related department), the chairman of the appropriate division, the dean of the faculty, and the president of the college.

All initial appointments, the granting of tenure, and promotion in rank are ultimately decided upon recommendation by the president of the college to the board of trustees.

The president consults with the dean of the faculty concerning each faculty member's salary for the coming year. The final decision on this matter, however, is primarily that of the president.

With few exceptions, division chairmen have functioned responsibly and the faculty of each division has felt free to elect anyone they wished. Some chairmen when dealing with matters of faculty personnel have taken their problems or recommendations directly to the president of the college; others have first consulted the dean. Avenues of communication for such matters have never been carefully delineated, although this flexibility is probably desirable in a small college. However, the president of the college has always consulted with the dean when such matters have been brought to his attention. Within each department, the senior professor in terms of rank and length of service is, in effect, the executive officer of that department.

All requests for funds for professional travel are submitted in writing to the dean of the faculty. The fund has proved adequate for all reasonable requests and has contributed a great deal to faculty morale. The dean of the faculty keeps a complete record of each request and authorization.

A faculty member performing or directing the research done under a special research grant does most of the relevant purchasing unless the business office can be of help with special items. All bill paying, accounting, and reporting to the grantor is done by the business office. The business manager confers with the grantee before sending in any report.

Curriculum

Policy.—Policy relating to curriculum has always been determined by the general faculty as empowered by the constitution of Whitman College. Occasionally, suggestions for the modification of curriculum policy have been presented to the faculty council by an individual member, a department, or a division of the faculty; and the faculty council has sometimes initiated and recommended changes in the curriculum. Addition and deletion of programs may originate with the president, the dean of the faculty, or the director of the curriculum. However, the curriculum committee, consisting of five faculty members appointed by the president, is the only standing committee appointed for the sole purpose of considering long-range curriculum policy and making recommendations to the general faculty concerning this matter. Suggested changes of educational programs are considered by the curriculum committee and the faculty council; and, if action is desired, the changes are presented to the general faculty.

Administration.—The two persons most directly responsible for the administration of curriculum programs are the dean of the faculty and the director of the curriculum. The director of the curriculum has an office and a function not usually found in colleges; he is a kind of watchdog of the curriculum observing the manner in which its parts function in relation to the total curriculum of the college. The director is particularly concerned in seeing that classes, examinations, and time schedules function in an orderly manner. He consults frequently with the dean of the faculty and with the registrar, is a member of the curriculum committee, and is an *ex officio* member of the faculty council.

Suggested additions and deletions of courses are normally first presented by individual departments at meetings of the appropriate divisional faculty; if approved at such a meeting, the chairman of the division presents the suggested change to the curriculum coordinating committee. The function of the curriculum coordinating committee is purely advisory. If the committee does not concur in the recommendation, the chairman of the division returns the matter to the division for further consideration and discussion. The division then may decide whether or not to recommend the matter to the general faculty for action.

Instruction

Policy.—Policies on course and comprehensive examinations, on the grading system, on scholastic awards and honors thesis courses, and on academic probation have been determined by the general faculty and are carefully controlled by faculty legislation. Important policy decisions concerning registration are made by the president of the college, advised by the president's council or the faculty council. The president also depends on the advice of the dean of the faculty and the director of the curriculum in his determination of policies concerning teaching loads.

Library policies are largely determined by budget policies. Policy for the actual conduct of the library is formulated by the library committee, which is composed of the head librarian and five faculty members appointed by the president. The committee's recommendations must be approved by the president's council.

Administration.—Student registration procedure is always the result of consultation between the registrar and the dean of the faculty; sometimes the director of the curriculum is also involved in making such decisions.

Faculty legislation requires end-of-semester examinations in every course. If the nature of the course precludes such an examination, a petition must be submitted to the faculty council requesting an excuse. The director of the curriculum reports to the faculty council each semester on the implementation of this policy and any variations from it.

Each instructor is completely responsible for grades given to students in his courses. No end-semester grades may be changed once they have been recorded by the registrar, except as a result of an error in marking, in which case the instructor involved petitions for a change of grade to the faculty council.

If an individual student wishes any variation in degree requirements, he must first secure the written approval of his counselor. Then the student petitions the faculty council for approval of the change.

Honors in course are retained as the result of long tradition; honors in major study are of more recent origin, as are also undergraduate honors. Recognition of academic distinction is a still newer category of honors urged by the faculty council and approved by the general faculty. The registrar prepares lists of students eligible for each category of awards. The honors thesis course is conducted by the major counselor in each department.

Initial and continuing orientation of new faculty members is primarily the responsibility of the dean of the faculty. Orientation programs are determined and initiated by him, and he participates in these programs, assisted by the director of the curriculum and the dean of administration.

The determination of teaching loads is a matter of frequent discussion within each of the academic divisions. The most desirable method for determining teaching loads has never been adequately settled. The dean of the faculty is at present attempting to find a suitable and agreeable method of computation.

The director of the curriculum and the registrar determine the schedules of classes and of final examinations, subject always to review by the president and the dean of the faculty. The schedule for classrooms and laboratories is determined mainly by the director of the curriculum in consultation with the registrar and the chairman of each of the divisions. The dean of the faculty and the business manager of the college usually determine faculty office space, while suggestions concerning faculty office hours usually result from consideration of the matter by the president and the dean of the faculty. Administration of the scheduling is carried out by the registrar and allotment of office space by the business manager. Each faculty member determines his own office hours within the framework established by the president and the dean of the faculty.

Provisions for "covering" classes during faculty absences must be arranged by members of a department in consultation with the dean of the faculty and final arrangements must be reported to him. The individual instructors may request the purchase or sharing of audio-visual materials when presenting their annual budget requests to the dean of the faculty. Finally, textbook selection is also determined by each instructor in consultation with the senior professor in his department. Each instructor is responsible for carrying out the determined policy and for ordering textbooks.

The head librarian is responsible for implementing all library policy. Traditionally, the library is the most nearly autonomous unit existing on the campus.

Student Services

Policy.—The policy concerning recruitment and admission of students is determined by the admissions committee, subject to confirmation by the president of the college and to the approval of the dean. The admissions committee consists of the president, the director of admissions, the associate director of admissions, the dean of the faculty, the dean of administration, the director of men's affairs, the director of women's affairs, and three members of the faculty appointed by the president. The only entrance examination required of applicants for admission is the Scholastic Aptitude Test of the College Entrance Examination Board. Admission quotas are determined by the president after consultation with the president's council and the directors of men's and women's affairs.

It is an administrative policy, determined by the president after consulting the dean of administration, that records of all conduct and discipline cases be kept by the directors of men's and women's affairs in separate files from the academic records kept by the registrar. There has been a long tradition in the college that correspondence with parents about the academic progress of their children will occur only when specifically requested by the parents. The policies for academic classification of students, student attendance at classes, and cocurricular activities has been determined by faculty legislation. Policies concerning academic counseling are determined by the board of counselors appointed by and under the chairmanship of the dean of the faculty. Policy on approving program changes in student registrations has been determined by the faculty council with the approval of the general faculty.

All policies on scholarships, assistantships, and grants-in-aid are determined by the committee on student aid and must take into consideration the previously determined budget. Members of the committee on student aid are: the president (*ex officio*), the director of financial aid, the dean of administration, the dean of the faculty, the director of men's affairs, the director of women's affairs, the treasurer of the college, the business manager, and a senior member of the faculty. Preference in job placement is given to students who have been awarded employment grants by the committee. Policy on student loan funds, however, is mainly determined by the president's council.

Administration.—The process of recruitment is the responsibility of the director of admissions and is conducted by the staff of his office. Materials concerning each admissions application are prepared by the office of admissions and presented for study and decision to the admissions committee. All members of the committee are kept informed of current enrollment conditions, and several meetings of the full committee are held each year.

The registrar is charged by the president with the responsibility for keeping all student academic records. Students are classified as regular students, special students, or auditors; regular students are further classified as freshmen, sophomores, juniors, or seniors. A copy of each student's official grade report is sent to his parents at the end of each semester, and semester grades are transmitted to the students on official transcripts.

Nonacademic records, kept by the director of men's affairs and the director of women's affairs, are accessible only in the office of student affairs to those who need to consult them. Attendance records are kept by each instructor for all his classes, and the relation of class attendance to course grades is left to the discretion of the instructor. Any instructor may excuse students from any class meeting, but not from the campus.

Most members of the faculty assist in academic counseling as either premajor or major counselors. Each counselor is assigned approximately 25 students. He is responsible for assisting them during the registration process as well as for arranging conferences with them whenever they have academic problems or request advice. A student may add a course or withdraw from a course during the first week of classes with the approval of his counselor. After the fourth week of instruction, however, he may withdraw from a course only with his counselor's approval and a grade of "withdrawn passing" or "withdrawn failing" recorded. No student may withdraw from a course during the period of final examinations.

Determination of need is the first consideration of all grants-in-aid; and, after need has been shown to exist, the most important criterion is quality of academic performance. Each student's request for a scholarship, assistantship, or grant-in-aid is presented either to the director of men's affairs or the director of women's affairs who, in turn, secures financial information from the parents or guardians through the college scholarship service. Each case is presented to the committee on student aid which must approve and determine the amount of each award. Student loan applications are made to the business manager of the college, although the committee on student aid and the directors of men's and women's affairs frequently make recommendations that individual loans be granted or not granted. The administration of job placement is carried out by the director of the placement service.

Budget

Policy.—The president's council is primarily involved in the development of policy for budget preparations and control. This function involves more of the council's time than any other. All expenditures except salary allocations are considered and balanced by the president's council. However, all expenditures for salaries are determined by the president alone after individual conferences with officers of the college.

Administration of Budget Preparation.—Each of the chief officers of the college requires the submission of detailed budget requests from the director of each office or division under his supervision. Personal conferences with the person submitting these requests are usually necessary. It is the responsibility of each member of the president's council to explain the nature and purpose of each request when called upon to do so.

The total budget as determined by the president and the president's council is then submitted by the president to the board of trustees for its approval or modification.

Administration of Budget Control.—All purchase orders must be approved by the appropriate budget officer before acceptance by the business office for payment. As an example, all purchase orders for academic materials by a faculty member must first be approved in writing by the chairman of his division; the order is then forwarded to the dean of the faculty, who approves the order and keeps a record of each such expenditure. He retains one copy of this "authorization to spend" and forwards one copy to the business office, the other to the division chairman for the latter's record.

A budget officer may approve justified transfers of funds from one budget category to another within the allocation of any one office or division. For example, the dean of the faculty can approve a transfer of funds from "current operations" to "additions to plant" within the total allocation to a particular office such as that of the registrar or the division of social sciences. Only the president has the authority to approve a transfer of funds from one office or from a larger category of the budget to another—for example, from the registrar's office allocation to building maintenance.

Analysis

Avenues of communication between the president and the officers of the college, among the officers themselves, and between the president and the faculty have greatly improved. An important result is a fruitful cross-fertilization of ideas in the making of policy. Frequent discussions of policy in the president's council and in the faculty council offer good examples in point. This improved communication has also done much to improve morale throughout the whole college.

There is, however, inertia among both old and young members of the faculty toward consideration of institutionwide policies, particularly toward modification of academic policies. Most faculty members' interest in what is being attempted at similar colleges is very slight. Habit patterns long established and buttressed by tradition frequently conflict with more newly established lines of administrative responsibility and authority. A problem of personnel or interdepartmental relationships, for example, might be taken by a senior professor in a department to the chairman of his division or to the dean of the faculty, or to the president directly. Communication at the top and from the top down is excellent, but from the bottom up the lines are so flexible that they seem sometimes to be nonexistent, yet this flexible "open door" policy contributes a feeling of security to many members of the faculty.

Recent Changes Reported

As of the first of July 1963, several changes in the organizational structure of the college were effected. The offices of the registrar and the director of admissions were transferred from the supervision of the dean of the faculty to that of the dean of administration. The divisions of the faculty were reduced from five to three. The curriculum coordinating committee was replaced by an educational policies committee, composed of the members of both the faculty council and the curriculum committee.

CHAPTER XII

William Jewell College

by Garland F. Taylor
Dean of the College

COLLEGE-WIDE PROBLEMS at William Jewell College are dealt with at weekly meetings of a president's council composed of the president; the administrative and business vice presidents; the academic dean, dean of women, and dean of students; and the director of admissions. This council also serves as a general information clearinghouse on a wide variety of operational details and policies. Often the meetings lead to the appointment of small *ad hoc* committees from the council membership. Individual members may also be instructed to study and report on special questions in their areas of responsibility. Although this body has been in existence only a short time, it serves a very useful function and promises to be a continuing agency for stability.

The 17 academic department chairmen report directly to the dean. Individual members of the faculty are also welcome to communicate directly with the dean when they have occasion to do so. Such conferences are usually with the prior knowledge of the department chairman, and often at his suggestion. It is believed that excessive formality in this relationship is neither necessary nor fruitful. In an informal relationship, the dean gets a better, more direct view of the personal situation and the opinions of the individual teacher, the faculty member gets his hearing, and often the dean and the faculty member get better acquainted.

The summer school has recently come under full college control and is the responsibility of the dean. Continuing study is being given to the role of the summer school, particularly in the light of the teacher needs in the region. Normal enrollment has traditionally included a number of teachers; however, the proportion of teachers in the student body is declining as State certification requirements are more carefully enforced and more teachers complete college degrees. The college at present offers no extension or evening programs. It has engaged, however, in inservice training of teachers of mathematics and physical sciences under a National Science Foundation grant and plans to continue this activity if support is forthcoming.

The dean reports formally to the president twice yearly, in written reports that are usually incorporated, in their entirety, in the president's report to the trustees. Except for a rare request for a personal appearance before the trustees or one of their committees, the president's report is the dean's only official and direct channel of access to the trustees.

The college is represented at educational meetings by the president or dean or by both, depending on the nature of the organization. The president usually attends meetings designed principally for chief administrators, and the dean usually attends those of general academic and educational interest. Moreover, the president attends meetings of a denominational nature, while the dean does not unless there is a distinctly academic emphasis in the meeting. Formal relations with the denomination are thus a concern of the president and of the director of public relations, who is similarly an ordained minister. Relations with accrediting groups are largely the affair of the dean, with the interested counsel of the president, but with his tacit rather than active participation. Additional denominational relations work is performed by the chairman of the department of religion.

Faculty

As the office of dean has evolved through part-time to full-time status, the dean has been given an increasing share of responsibility in all faculty matters. However, the president of the college, who formerly operated in faculty recruitment, compensation, and promotion matters with only occasional consultation with department heads, remains very closely involved. Individual faculty members consult the president freely about their personal relations with the college.

Faculty organization and procedures are chiefly established by the dean. The dean presides at faculty meetings, and the president is usually in attendance to make relevant comments or disclosures of information to the faculty. Matters may come up for consideration by the faculty without having been placed on a formal agenda, and occasionally without having been considered by the agenda committee. All committees of the faculty are appointed annually by the president, and, for those most central to the academic affairs of the institution, after prior conference with the dean.

The role of the department heads in faculty recruitment and advancement is growing. They often suggest and discuss prospective appointments, and they are present at the personal interviews which are almost invariably held with the prospect by the president and dean. The bylaws of the trustees specifically require the annual election of faculty; there is no established policy of formal tenure.[1] Efforts are being made to review this matter to clarify faculty anticipations.

Department chairmen are appointed by the president, after consultation with the dean. In closely related academic areas, heads of other departments are also consulted. Appointments are usually of indefinite duration, rather than rotating.

The dean recommends to the president an annual budgetary appropriation for research and professional travel. Travel allowances are for the most part fairly generous. Presently, however, there are few research grants. The program of support does include financing of summer study (both pre- and postdoctoral) by direct college contributions for travel, tuition, and subsistence.

Curriculum

Curricular matters are the province of the faculty, through its curriculum committee of which the dean is chairman. The other nine members of the committee at present represent the departments of ancient languages, philosophy, history, modern languages, education, religion, English and speech, chemistry, and economics. The members, who are appointed for annual terms by the president after consultation with the dean may come from any department, however, and need not necessarily be departmental chairmen.

The curriculum committee receives and investigates such matters as proposals for new courses, major changes in or deletions of courses, adjustments in credit hours for specified work, and academic standards for graduation. The curriculum committee also studies general curricular problems, and is reviewing the total academic program. It considers adjustments in the standards of academic performance required for remaining in the student body, for honors and distinctions, and for eligibility for the baccalaureate degree. Moreover, the curriculum committee's province is broad enough to make it in effect a general academic advisory committee, and the dean turns to it frequently for counsel or for formal recommendations to the faculty.

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[1] Statutory authority in faculty appointments derives from the college charter (1849) and trustees bylaws (1928).

> The board of trustees shall have power to appoint from time to time a President, professors and all necessary officers to conduct and manage the institution, and to remove them from office if necessary, and fix their compensation and to increase or diminish the same as circumstances may require. (Charter, Sec. 9.)
>
> Permanent officers of instruction, as President and professors, shall be appointed or removed only by the Board of Trustees at a stated meeting, but tutors, agents and other employees may be appointed by the Executive Committee for no longer than the close of the fiscal year. (By-Laws, Sec. X.)
>
> The President of the college (or the chairman of the faculty may recommend professors to be appointed, and professors through him may indicate tutors whom they desire for their assistants. (By-Laws, Sec. XII.)

Note total absence of any reference to the dean. This is the only mention of the chairman of the faculty.

The Charter of the College declares that the trustees shall "prescribe the course of study" and determine the terms of admission. In practice, the activity of the board of trustees in this sphere is extremely slight. The president informs the trustees of important academic and curricular matters informally in the frequent meetings of the executive committee, and annually through a formal written report, including a section prepared by the dean. Any major or extreme program innovation such as a new degree, inauguration of a new course emphasis distinctly outside the liberal arts, or abandonment of an established "major" is presented early to the trustees and receives their close attention. They are informed of proposed curriculum changes which promise to impose new burdens of costs, facilities, and plant, and also of any changes which seem likely to cause a substantial shift in the character and focus of the institution.

Instruction

Responsibility in matters of instruction is in practice almost wholly delegated to the faculty and dean. The president retains a special interest in certain special instructional problems, such as those in the department of religion, and actively participates in planning for these in particular.

The work of the dean in this area is carried out through consultation with individual department chairmen and groups of chairmen, with individual faculty members (often in company with the appropriate chairman), and in the weekly meetings of the entire faculty. The scheduling of offices, classrooms, and laboratories is considered to be the responsibility of the dean's office. The president has also delegated questions of teaching load to the dean and the appropriate department chairman, but he is in close contact with special problems, and is consulted when need arises.

Initial and continuing orientation of new faculty is similarly left primarily to the dean and chairmen. The program is intentionally informal and simple. Although this tends to reduce the amount of effort required overall, it often entails substantial exertions in an effort to consider the needs and merits of individual cases.

Registration procedures and details regarding student grades and academic records are worked out in close consultation between the dean and the registrar, who is the delegated agent for carrying out decisions. The registrar has traditionally been a regular member of the faculty, on reduced schedule.

Departments have a great deal of freedom in the selection of textbooks and other teaching materials. Chairmen are encouraged to consult with the dean about any problems which arise.

The general affairs of the library are overseen by a library committee, appointed annually by the president. Its composition is not specified, but in practice it contains representatives of disciplines in the humanities, the social sciences, and the physical sciences. It consults with the librarian on such questions as hours of service, budget allocations, voluminous and expensive purchases, problems of campus-library interpretation and communication, and extensive duplications of material. The channel of communication between the president and the librarian has traditionally been direct, but recent practice tends informally to shift the official channel of transmission to the dean.

Student Services

Because of the frequent overlapping of academic and personal or financial problems, the dean of students and the dean of women participate actively in general academic as well as personal counseling, with constant referrals to the academic dean and frequent conferences. In addition, some faculty members are adept in this work, and their personal interest and contacts with students are encouraged through a system of assigned advisees. In some instances the results have been excellent; however, the academic advising of students by faculty members has been somewhat disappointing. This problem is continuing to receive serious study.

Student academic records are kept by the registrar. He computes class standing and keeps track of completed graduation requirements, courses to be repeated, and matters of eligibility. Consultation between the registrar and the dean is frequent and easy. The registrar transmits final grades to students and parents. The dean transmits progress reports during the semester, as well as followup communication to deficient students and to their parents. Information provided by the registrar on inadequacies in academic performance and on academic probation is channeled through the dean's office. Nonacademic records are kept by the student personnel deans, who also deal with job placement and referral, interviews, and nonacademic disciplinary problems. Absence reports are handled by the dean's office, as are communications relating to careless and irresponsible habits of class attendance.

Changes in course registrations require the approval of the dean, who generally consults the instructor or the student's adviser if other than obvious considerations are involved. Preregistration counseling, formerly practiced only casually, is beginning to reduce the number of requested changes resulting from carelessness, inadvertence, or poor judgment. Further progress in this program should reduce the occasions for change still further, as well as settle programs early and improve class performance by students.

Except for the coordination and maintenance of the calendar of college events by the dean of women, there is no effort to control cocurricular departmental activities. The dean is often asked to meet visiting lecturers, and he is often called upon to resolve cases of conflicting dates. Campus visitors are frequently invited to address the student body, which meets twice weekly in convocation, and a special arrangements committee is always receptive to suggestions about appropriate and effective speakers.

Matters relating to admission to the college are officially the province of a committee on admissions, composed of the registrar, dean of students, dean of women, director of admissions, and a professor of ancient languages, with the academic dean as chairman. Admissions credentials are frequently examined by committee members individually and by committee members in general conference when desirable. Field interviews are conducted by admissions counselors working under the director of admissions, although on-campus interviews are often arranged for students living in the area.

The dean of students is responsible for communications with applicants and often routinely accepts applicants of exceptional ability and solid preparation. However, all "problem" applicants and marginal cases receive the attention of the full committee. In general, graduates of accredited high schools who have ranked in the upper half of their classes may be accepted; many freshmen are in the upper quarter of their class.

The college has a liberal program of financial aid, and the work of the financial aids committee closely parallels that of the admissions committee. The financial aids committee works closely with the president and administrative and business vice presidents of the college, the faculty member responsible for administering aids for students in church-related vocations, and the student personnel deans and academic dean. Plans are being made to integrate the student employment program with the present program of scholarships, grants, and loans, and thus to develop a broad comprehensive program of financial assistance as the most effective method of meeting student economic needs.

Budget

The academic portion of the annual budget is prepared by the dean, who bases his departmental requests on proposals submitted by the department chairmen. Faculty salaries are determined in conference between the dean and the president. The president retains a keen interest in all phases of this annual review and participates in it vigorously.

Other requests for instructional funds are considered by a budget committee consisting of the president, the vice presidents, and the dean. This committee is new at William Jewell, and is in the process of determining its method of operation. It promises to be useful as a means of providing deliberate consideration of what the college can or cannot "really afford to attempt," on which realistic information is not always easy to obtain.

The library's budget is prepared by the librarian in consultation with her committee. It receives consideration from the budget committee in the same review procedure given to the general instructional budget.

The registrar's budget is submitted directly to the president. Salaries for academic offices, and appropriations for their supplies, are incorporated in the instructional budget, and are considered by the budget committee.

Should circumstances require substantial reductions in proposed budgetary outlays, the individuals or divisions involved would be heard by the budget committee, unless readjustments could be worked out in private conference with the dean.

Except for his membership on the general budget committee, the dean is not a party to the preparation of the other parts of the budget. He might, however, assist in budget preparation for capital expenditure for instructional or library facilities.

Purchase orders for instructional materials which cost less than $200 do not ordinarily have to have the dean's endorsement. He is, however, asked to approve requests for travel reimbursement. The business vice president frequently confers with the dean about purchases which the vice president has occasion to question. Transfers of funds within an approved budget are frowned upon. The business vice president may approve such a transfer, however, if he is convinced of the merit and urgency of the request. In case of irreconcilable difference of opinion, an appeal would be taken to the president.

Analysis

The presidents of William Jewell College have all been ordained ministers. The early presidents seem to have been extensively involved in almost every conceivable phase of college operations, academic and otherwise. There is thus a lengthy tradition of strong central administration, with somewhat limited delegation of specific authority.

The office of full-time dean was created only in 1957. Despite the very creditable manner in which the part-time deans before that date performed their duties, there remains a legacy of administrative relationships and procedures peculiar to this institution. The tradition of comparative informality has not favored statutory delegation of specific authority for the administration of academic affairs. Thus, any interpretation of the patterns of administration in this college should be made in awareness that there has been a distinct tendency to define functions, relationships, and responsibilities gradually and by evolutionary and experimental means rather than by formal or documentary decree.

The delay in the creation of a full-time deanship has caused postponement of decisions on some matters of administrative relationship and procedure which in many comparable institutions might long since have been settled. It must be pointed out, however, that the procedures have been more effective than an observer who found them relatively casual and unconventional might assume. This has been true in part because of the dedicated hard work of the teaching staff and part-time deans. At the same time, the college has reached a stage in its development where reasonable tightening of the laces is appropriate.

The academic program could profit from improved means of continuous review and evaluation. The present and predictable adequacy and effectiveness of current procedures needs constant attention. Also, the establishment of a formal basis for tenure is highly desirable and is anticipated.

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